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ABSTRACT

This report describes two complementary projects: a technical assistance project to also provide information and resources to Kentucky vocational program serving limited English proficiency (LEP) students and a research project involving those programs. Chapter 1 is an introduction. Chapter 2 focuses on the technical assistance project. It reports methods and procedures used to deliver six major services: cooperative statewide monitoring system to identify new LEP enrollments or populations, on-site technical assistance, free material loan service, newsletter service, information dissemination regarding responsibilities for services to LEP students, and information dissemination regarding services available. Conclusions and recommendations based on findings are outlined. Chapter 3 discusses methods and procedures of the study to (1) quantitatively describe LEP student behavior and effect in vocational settings, (2) examine and report factors which may influence effective LEP student participation in vocational education, (3) describe present services/resources available for LEP students in a sample of Kentucky vocational programs, and (4) obtain and report vocational teacher input regarding needs and policies relative to LEP students. Conclusions and recommendations are reported as regards student characteristics, student behavior and interactions in vocational classes, student attitudes, student achievement, and teacher attitudes. Questionnaires, surveys, and data sheets are appended. (YLB)

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VOCATIONAL EDUCATION FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY: RESEARCH AND PROGRAM DEVELOPMENT IN KENTUCKY

by

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PROJECT ABSTRACT

Title of Project: Students with Limited English Proficiency in Vocational Education: Research and Program Development in Kentucky

Project Duration: July 1, 1979 to June 30, 1980

Objectives: The technical assistance component of this year's project has accomplished the following objectives: 1) Provision of assistance in equitable and appropriate program modifications to Kentucky vocational programs serving LEP students; 2) Continued provision of resources and information to vocational educators serving LEP students; 3) Inform Kentucky vocational educators regarding federal mandates regulating recruitment and services for LEP students and encourage appropriate response; 4) Monitor the number and type of Kentucky vocational programs serving LEP students.

The following have been the objectives for the research component of this year's project: 1) Quantitatively describe the behavior and effect of LEP students in vocational settings; 2) Examine and report factors which may influence effective participation in vocational education by LEP students; 3) Describe present services/resources available for LEP students in a sample of Kentucky vocational programs; 4) Obtain and report vocational teacher input regarding needs and policies relative to LEP students.

Procedures: A updated statewide data base was established in regard to Kentucky vocational programs enrolling LEP students. Technical assistance, newsletter service and free material loan were provided, upon request, to these programs. Technical assistance services ranged from provision of various information to in-depth aid in acquisition of supplemental funding, selection of special curricula and program design. The statwide data base was also used for sample selection for a research study of LEP students in vocational education. This study entailed the collection of both quantitative and qualitative data from LEP students and their vocational instructors.

Contributions to Education: The education backgrounds of most vocational educators have not equipped them to address the special needs of students with limited English proficiency. This year's project has provided these educators access to technical assistance, support and resources for working with their LEP students. A descriptive study of LEP students in Kentucky vocational programs has also been provided. Programs which have been established may serve as models for others. Research findings may serve as a basis for decision making by vocational educators at all levels.

Products: This year's project has yielded the following products: 1) A descriptive study of LEP students in vocational education; 2) Technical assistance and support services for Kentucky vocational programs enrolling LEP students; 3) An information/data base relative to LEP students in Kentucky vocational education; 4) policy guidelines regarding services for LEP students in Kentucky vocational programs.

CHAPTER I

INTRODUCTION

Equal access to vocational training is a national priority. The Vocational Amendments of 1976 stipulate that persons cannot be denied admission to vocational training on the basis of sex, race, color, handicap, or national origin. In communities which include persons of limited English proficiency (LEP), vocational programs which are recipients of federal funding must not deny admission to these persons on the basis of linguistic difference. Once these persons are enrolled in vocational training, program modifications may be made which equalize instruction for LEP students without compromising program quality.

Statement of Need

Progress toward provision of equal access to vocational education for persons with limited English proficiency continues to be slow, not only in Kentucky but on a national basis. One factor which may be a contributor to this response is the lack of availability of information about the LEP student in vocational settings. Many persons tend to be skeptical about situations for which they have little knowledge or information. Lack of empirical investigation may also lead to the formation of unsubstantiated biases regarding LEP students in vocational education. Until vocational educators have access to documented information about the effect that LEP enrollments have on classroom situations, many may continue to demonstrate resistant and/or skeptical attitudes. Few studies have been conducted regarding vocational education for the limited English-proficient; those studies which have been carried out have received limited dissemination or visibility.

Therefore, the need exists for the conduct and dissemination of descriptive studies regarding the behavior and effect of LEP students in vocational settings. These studies may be used as an objective basis for future decisions regarding services to LEP students in vocational education, and also as an information base for the vocational education personnel who serve these students.

The need for Kentucky vocational education programs to improve equal access for LEP populations has been documented by a 1978 study funded by the State Bureau of Vocational Education. This needs assessment, conducted by the Center for Career and Vocational Teacher Education, Western Kentucky University, identified LEP subpopulations in 96 Kentucky communities. Although over 2,200 LEP persons were identified as enrolled in Kentucky educational programs, vocational enrollment of LEP students was extremely low.[1] Subsequent to the 1978 needs assessment, seven training activities were then offered by the project in an attempt to upgrade vocational educator expertise and awareness. Although the training was well-attended and received high evaluations, it did not attract a strong level of participation by vocational education personnel.[2] Since half of the LEP students identified in the 1978 survey were of adult or postsecondary age classification, the response of vocational educators to this training inferred at least two conclusions: 1) vocational program personnel were not aware of these subpopulations within their jurisdictions, and/or 2) staff development for teachers of LEP students was not recognized as a need by many Kentucky vocational programs.

Since the 1978 needs assessment, enrollments of LEP students in Kentucky vocational programs have continued to be very low and scattered in small pockets across the state. Therefore, it was not apparent to most vocational administrators that any special program adaptations or emphases to serve LEP students were warranted. Although extensive efforts had been made to disseminate information statewide about the 1978 needs assessment, teacher training, and other project services, many classroom vocational instructors had not received this information. Vocational teacher awareness of responsibility for services to LEP students and knowledge of appropriate teaching strategies, curricula and sources of funding continued to be minimal. When LEP persons did enroll in vocational programs, appropriate support services were not provided. This was not seen as deliberate discrimination on the part of most programs, but due primarily to lack of information. Teacher training programs had not prepared vocational personnel to address the special needs of LEP students, and information regarding 1978 training activities often had not reached the classroom teachers who needed it most. In view of these circumstances, it was apparent that a direct outreach service to Kentucky vocational classroom teachers was warranted, entailing mutual exchange of information and involvement between the project staff and the vocational personnel serving LEP students.

Thus, several needs were identified in regard to vocational education for LEP students in Kentucky. The first need was for dissemination of information to Kentucky vocational educators at all levels in regard to the following:

1) responsibilities for providing equal recruitment and equitable vocational instruction for LEP students

2) the attitudes and needs of LEP students in Kentucky vocational programs

3) attitudes and needs of Kentucky vocational instructors of LEP students

4) program strategies/resources which have been adopted by Kentucky vocational educators to serve LEP students

5) quantitative measures of LEP student behavior in vocational classrooms.

For Kentucky vocational programs with LEP students enrolled, the need also existed for a program of support, information and technical assistance to aid personnel in providing equitable vocational education for these special needs students.

In view of these identified needs, two complementary projects were funded for FY 1979 by the Kentucky Bureau of Vocational Education. The Center for Career and Vocational Teacher Education, Western Kentucky University, has carried out these two projects which have been aimed at increasing the following:

1) the receptiveness of Kentucky vocational education toward provision of services to the LEP students

2) the quality of services provided by Kentucky vocational programs serving LEP students

3) the information/data base regarding vocational education for LEP students.

Two major efforts have been carried out by the project staff:

1) research study involving Kentucky vocational programs enrolling LEP students

2) provision of technical assistance, information and resources to Kentucky vocational programs serving LEP students.

Examination of the results of these efforts will provide vocational education personnel at both state and local levels with a clearer and more expanded picture of present services to LEP vocational students. This information may also serve as a basis for recommendations for program refinement, personnel training and/or program implementation.

Definition of Terms

Limited English Proficiency (LEP) - Limited English proficiency "when used in reference to an individual means:

(a) Individuals who were not born in the United States or whose native tongue is a language other than English, and

(b) Individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulty speaking and understanding instruction in the English language."[3]

English as a Second Language (ESL) Instruction - This is a linguistic technique designed to teach English language skills to students with limited English proficiency. It is usually taught for a specified number of hours each week, English is presented to the limited English-proficient student in much the same way as a foreign language is taught to English-speaking students. The objective of this type of instruction is to make non-English speakers competent in English and, by this means, to enable them to better function in American society.[4]

Vocational English as a Second Language (VESL) Instruction - This type of instruction is provided in English and, like a traditional ESL class, develops listening, speaking, reading and writing skills. However, vocational ESL differs from ESL in that language objectives are contextualized into work-related situations; that is, content used to teach language skills is vocationally-oriented. The goal of this type of program is to achieve language and content goals concurrently, thus reducing the time required for LEP students to overcome unemployment and underemployment.[5]

Bilingual Vocational Education - This type of instruction uses the primary language of the LEP student to facilitate the acquisition of the target language (English). It also uses the first language, and then the target language, to teach vocational skills; it relies less on the first language as English proficiency increases. In instances where the instructor is not bilingual, a bilingual teacher's aide/interpreter may be used.[6]

SVTS - Abbreviation for State Vocational-Technical School

AVEC - Abbreviation for Area Vocational Education Center

ABE - Abbreviation for Adult Basic Education

CETA - Abbreviation for Comprehensive Employment Training Act

EPT - The test for English proficiency, developed by Ilyin, Best and Biagi,[7] which was used as a measure of LEP student English skills for the research component of this year's activities.

Objectives

The objectives for the research component of this project were as follows:

1) Provide assistance in equitable and appropriate program modifications to Kentucky vocational education programs serving LEP students.
2) Provide resources, information and technical advisement to vocational educators serving LEP students.
3) Inform Kentucky vocational educators regarding federal mandates regulating recruitment and services for LEP students, and encourage appropriate response.
4) Monitor the number and type of Kentucky vocational programs serving LEP students.

The objectives of the technical assistance component of this project were the following:

1) Identify those educational, personal and social factors that may be perceived as barriers to effective participation in vocational education by students with limited English proficiency (LEP).
2) Identify and describe vocational education programs in Kentucky which are providing effective vocational education for LEP students.
3) Provide recommendations for improving the quality of vocational education for LEP students.

CHAPTER II

TECHNICAL ASSISTANCE PROJECT: METHODS, PROCEDURES AND FINDINGS

INTRODUCTION

This project entailed provision of six major services, which were as follows:

1) Establishment of a cooperative statewide monitoring system through each regional vocational office to identify newly established LEP enrollments and/or new LEP populations

2) Provision of on-site technical assistance upon request to Kentucky vocational programs enrolling LEP students

3) Maintenance of a free material loan service to vocational education programs enrolling LEP students

4) Provision of a newsletter service to programs enrolling LEP students

5) Dissemination of information to Kentucky vocational educators regarding responsibilities for services to LEP students

6) Dissemination of information regarding services available through project

This chapter will report the methods and procedures utilized to deliver these services, plus conclusions and recommendations based upon findings which this phase of the project revealed.

Limitations

The needs of students with limited English proficiency are complex and diverse, and the composition of LEP enrollments varies greatly among Kentucky vocational programs. These variations included level(s) of English proficiency, primary language(s), level(s) of vocational skills, enrollment size, degree of literacy in native language, economic status and occupational aspirations. These plus other factors influence program design, cost of program and curriculum selection. Therefore, there was no "standard" type of program which was recommended by the project staff for Kentucky vocational schools. Recommendations provided by the project staff varied, based on program staff input regarding student needs, existing program (or community) resources, and vocational staff student load. Recommendations for one program, therefore, might not be totally appropriate for another program. However, provision of ESL instruction was a consistently recommended strategy for all programs. In some cases, this was provided by existing program personnel; in other cases, a special tutor was recommended.

Methods and Procedures

Identification of Population

The objective of this phase of the project was to identify all vocational programs in Kentucky which enrolled LEP students for the '79-80 school year. This was achieved by the dissemination of survey packets to each of the fourteen vocational regional offices. These survey packets were then delivered by regional staff to each state vocational-technical school and area vocational education center within each respective region. All non-respondents were contacted by phone by the project staff. Thus a statewide data base for LEP vocational education enrollments was established. Each program which reported LEP enrollees was queried regarding the need for project technical assistance. Positive respondents comprised the population to be served through the technical assistance component of the project. It should be noted that other vocational programs could request technical assistance during the year as needs arose. Therefore, technical assistance recipients were not limited to positive survey respondents.

Instrument Development

A survey instrument was developed by the project staff for dissemination to all Kentucky vocational education programs. This instrument was designed to access the following information:

1) Number of LEP students enrolled

2) Classification of LEP students (secondary or postsecondary)

3) Primary language(s) of LEP student(s)

4) Rating of English proficiency of each LEP student

5) Need for project technical assistance and/or resource materials

6) Name and address of program contact person

A copy of the survey instrument is provided in Appendix A. The survey packet for each regional office contained a cover letter explaining the purpose of the survey and method for distribution. A cover letter addressed to the vocational school director was also included in each respective survey packet. (Samples of cover letters are provided in Appendix A.)

Provision of Services

Establishment of Statewide Data Base

As a result of the project survey, plus other subsequent requests for technical assistance received during the year, nineteen vocational educational programs in 10 different Kentucky vocational regions were identified as having LEP student enrollments. The total LEP enrollment identified through the study was 35 students from at least 14 different language groups. These 35 students were enrolled in at least 12 different occupational areas. (See Table 1.) Of the nineteen programs reporting LEP students, nine requested project technical assistance. The nature and degree of this technical assistance varied by program; the various forms of aid provided to each program are reported in Table 2.

Provision of Technical Assistance

As a general rule, the following procedures were followed for vocational programs requesting technical assistance:

1. Schedule program visitation

2. Program visitation with:
   a. Project director
   b. Teachers of LEP student(s)
   c. Other personnel working with LEP student(s)
   d. Principal

3. Discussion of problems of LEP students and their teachers

4. Explanation of project services
   a. Assistance with funding application
   b. Design of appropriate program
   c. Selection of appropriate curricula
   d. Identification of community resources to assist in meeting student needs
   e. Newsletter service
   f. Curriculum loan service
   g. Identification of training activities in-state

5. English proficiency testing of LEP student(s)

TABLE 1

1979 LEP Enrollment Data Reported by Kentucky Vocational Programs

Vocational Region	Program Name & Location	Number of LEP Students		Primary Language(s)	Enrolled in:	Request for Technical Assistance
		Sec.	PostSec.			
1	West Kentucky SVTS Paducah		1	Farsi	Electricity	yes
1	Paducah AVEC Paducah		1	Spanish	*	yes
2	Todd Central High Elkton	1		Hindi	Home Economics	yes
2	Madisonville SVTS Health Occup. Annex Madisonville		1	Korean	Surgical Tech.	yes
2	Christian County AVEC Hopkinsville		1	Vietnamese	Machine Shop	yes
3	Owensboro Voc.-Tech. Owensboro		1	Spanish	Carpentry	no; ESL teacher already hired
4	Allen County AVEC Scottsville		1	Hindi	Electricity	yes
4	Bowling Green SVTS Bowling Green		3	*	*	yes

*Information not obtained

TABLE 1 (Continued)

Vocational Region	Program Name & Location	Number of LEP Students Sec.	PostSec.	Primary Language(s)	Enrolled in:	Request for Technical Assistance
5	Elizabethtown SVTS Elizabethtown		3	Italian Spanish Samoan	Electricity Appliance Repair Auto Mechanics	no
6	Mill Creek Vocational Rehab. Center Louisville		1	Hmong	*	yes
6	Jefferson SVTS Louisville		7	Russian (4) Korean Vietnamese Laotian	Bus. & Off. Electricity Electricity Machine Shop	no
7	Northern Ky. SVTS Covington	1	4	Vietnamese	*	no
7	Northern Campbell Co. Voc. Tech.		1	Vietnamese	*	no
9	Montgomery County AVEC Mt. Sterling		1	Tagalog	*	no
14	Green County AVEC Greensburg		1	*	*	no

*Information not obtained

TABLE 1 (Continued)

Vocational Region	Program Name & Location	Number of LEP Students Sec.	PostSec.	Primary Language(s)	Enrolled in:	Request for Technical Assistance
14	Somerset SVTS Somerset		1	Bangate	*	no
15	Southside AVEC Lexington		1	Chinese	*	no
15	Central Kentucky SVTS Lexington		3	Farsi Thai Arabic	Electronics Drafting Office Mech. Repair	no
15	Kentucky School for the Deaf Danville		1	Vietnamese	Construction and Trade	yes
10 Total No. of Regions	19 Total No. of Programs	2 Total Secondary	33 Total Post-Secondary	14 Total No. of Different Primary Languages Reported	12 Total No. of Different Occupational Areas Reported	9 Total No. of Requests for Technical Assistance

*Information not obtained

TABLE 2

Technical Assistance Information about Programs Served through Project During 'FY 79

Name and Location of School	Number of LEP Students	Primary Language(s)	English Proficiency Test Score(s)*	Occupational Area(s) of Students	Program Implemented
West Kentucky SVTS Paducah	1	Farsi	500	Electricity	1. VESL curricula 2. Pre-GED ESL curricula 3. Tutoring provided by learning center coordinator
Mill Creek Vocational Center Louisville	1	Hmong	100	Postal Worker	1. Coordination of community resources to improve student's home circumstances 2. Enroll student in special reading program (Hands and Mind)
Madisonville SVTS, Health Occupations Annex Madisonville	1	Korean	400	Surgical Technician	1. None; student functioning fairly well. 2. Teacher reports student resistant to special tutoring

TABLE 2 (Continued)

Name and Locaation of School	Number of LEP Students	Primary Language(s)	English Proficiency Test Score(s)*	Occupational Area(s) of Students	Program Implemented
Allen County AVEC Scottsville	1	Hindi	200	Electricity	1. VESL curricula 2. VESL tutor
Central Kentucky SVTS Lexington	3	Arabic Thai (Chinese) Farsi	600 500 400	Off. Mach. Rep. Drafting Electronics	1. None; students reported to be functioning fairly well
Christian County AVEC Hopkinsville	1	Vietnamese	200	Machine Shop	1. None reported as needed
Elizabethtown SVTS Elizabethtown	3	Spanish Italian Samoan	600 600 500	Appliance Rep. Electricity Auto Mechanics	1. None reported as needed
Jefferson SVTS Louisville	6	Vietnamese Korean Russian (4)	500 500 1)500 2)200-2 3)100	Ind. Electronics Ind. Electronics Business & Office	1. None reported as needed

TABLE 2 (Continued)

Name and Location of School	Number of LEP Students	Primary Language(s)	English Proficiency Test Score(s)*	Occupational Area(s) of Students	Program Implemented
Bowling Green SVTS Bowling Green	1 (more - 10+ anticipated)	Laotian	200	Special Tutoring**	1. Bilingual vocational education, using bilingual teacher's aide 2. VESL tutoring 3. VESL curricula
Kentucky School for the Deaf Danville	1	Vietnamese	not tested	Construction and Trade	1. Individualized ESL and sign language tutoring
Todd Central High Elkton	1	Hindi	200	Home Economics	1. ESL tutoring

*See English test score interpretations, Appendix .

**This program has been funded; implementation is pending upon articulation of students from another ESL program.

6. Provide program feedback on English proficiency test score(s)

7. Provision of material loan (upon request)

8. Schedule second program visitation (upon request)
   a. Design program
   b. Recommend curricula
   c. Write up proposal for funding

9. Follow-up on program implementation

In several instances, this procedure varied. For Region IV, the two proposals for funding were written in cooperation with the regional director and the vocational counselor. The instructional supervisor at the Todd County Board of Education wrote the proposal that was funded for Todd Central High School. The project staff did provide a sample proposal plus curriculum recommendations for this project. The tutorial program at the Kentucky School for the Deaf was initiated and designed totally by the KSD staff. The project staff did provide (by phone) recommendations for curricula plus advice on sources and procedures for application for supplemental funds.

Five programs were funded during the course of this year's project through disadvantaged monies from the Kentucky Bureau of Vocational Education. In four instances, these programs were designed to provide individualized English as a second language (ESL) tutoring for one LEP student. Two of these programs stressed provision of VESL (vocational English as a second language), since the students were enrolled in postsecondary vocational training programs and in need of expedited preparation for job placement. The two other programs were designed to provide more general ESL, as the students were enrolled in both academic and vocational classes which required a broader base of English skills training.

The fifth program funded was at Bowling Green State Vocational-Technical School. This project was submitted in response to community inquiries regarding available educational services for a recently arrived group of Indochinese refugees. The program was designed to provide two types of instruction for LEP students: 1) bilingual vocational education (through use of bilingual teacher's aide), and 2) VESL instruction to upgrade student skills in the language of the various occupations they were studying.

One other program (Mill Creek Vocational Rehabilitation Center) provided special instruction for their one LEP student using existing resources and personnel within the program. The student was enrolled in a special reading program, Hands and Mind, which was already available at that school. Therefore, no special funding application was necessary. Each of the six programs implemented this past year will be continued for the 1980-81 school year.

Several other vocational programs in the state are scheduled to receive further technical assistance in the near future. West Kentucky SVTS has requested assistance in expanding their program for LEP students to accommodate the needs of new Indochinese enrollees with minimal English skills. Mill Creek Vocational Rehabilitation Center has requested a one day professional development workshop for its teachers, who are working with eight new LEP students this summer in an occupational exploration program. A meeting with the staff at Central Kentucky State Vocational-Technical School has been scheduled for July to discuss the possible implementation of a special program for five new LEP students who are due to enroll this fall.

Material Loan Service

A library of professional resource material and curriculum materials for use by LEP vocational students and their instructors has been maintained and updated during this project period. All of the materials in the center have been available for free loan upon request from Kentucky educators of LEP students.

The loan service has received a high level of use during this project period. A total of eighteen educational programs from ten Kentucky communities requested and received material loan through the center. Six vocational programs were recipients of free material loan, as well as three CETA programs, two community colleges, two secondary programs, and four Adult Basic Education/ESL programs. These programs are listed below:

1. West Kentucky State Vocational-Technical School, Paducah
2. Todd Central High School, Elkton
3. Kentucky School for the Deaf, Danville
4. Madisonville Community College, Madisonville
5. Jefferson County Bilingual Education Program, Louisville
6. Allen County Area Vocational Education Center, Scottsville
7. Bowling Green State Vocational-Technical School, Bowling Green
8. Central Kentucky State Vocational-Technical School, Lexington
9. Bowling Green Adult Education ESL Program, Bowling Green
10. University of Louisville Russian Immigrant Program (CETA), Louisville

11. CETA Job Preparation Program, Lexington
12. Paducah ABE Program, Paducah
13. Northern Campbell Vocational-Technical School, Highland Heights
14. Ahrens Vocational Center, Louisville
15. Talbert Education Center/Indochinese Program, Louisville
16. Hazard Community College, Hazard
17. CETA Indochinese Program, Bowling Green
18. Jefferson County ABE/ESL, Louisville

Each program was allowed to use the materials they requested for a period of up to six weeks. The sole cost to each program was the return mailing expense.

Thirty-nine new sets of material were purchased for the resource center during this project period. The majority of these were VESL materials. An annotated list of all materials presently available through the resource center will be provided upon request.

Newsletter Service

The mailing list for the project newsletter, DIRECTIONS, is now comprised of 118 educators. Three newsletters were disseminated during this project period. The purpose of the newsletter is to provide Kentucky vocational educators of LEP students with the following information:

1) news of training available in-state and nationally
2) available resources for vocational educators of LEP students (through the project and elsewhere)
3) teaching tips for working with limited English-speaking students
4) information regarding project services, resources
5) information regarding new Kentucky programs serving LEP students

A sample newsletter is provided in Appendix B.

Other Information Dissemination

In an effort to increase Kentucky vocational educators' awareness of responsibilities for equal access for persons with limited English proficiency, the project staff developed an information brochure. These brochures, accompanied by a cover letter from the project director, were sent to the following vocational education personnel in Kentucky:

1) all regional directors
2) all regional program coordinators
3) all CETA coordinators
4) all coordinators/principals of area vocational education centers and state vocational-technical schools

A copy of the brochure and cover letter are provided in Appendix C.

In order to enhance the use of the project technical assistance, material loan and newsletter services, a letter was also sent to each learning center coordinator in all vocational programs and community colleges in the state. A copy of this letter is shown in Appendix D .

Several presentations were made by the project director during the year to acquaint more vocational education personnel with project services and to procedures and resources for meeting the special needs of LEP students.

Presentations were made at the following professional conferences:

Kentucky State Home Economics Conference
Richmond, August 1979

Kentucky Vocational Guidance Association State Conference
Ft. Mitchell, October 1979

Western Kentucky University ESL Workshop
Bowling Green, October 1979

Kentucky Vocational Teacher Education Conference
Lexington, February 1980

In order to increase the visibility of Kentucky efforts to serve LEP students in vocational efforts, plus provide input on the unique needs of states (such as Kentucky) with comparatively smaller LEP populations, the project director represented Kentucky at four regional or national meetings. These meetings were:

1) The American Vocational Association Conference

2) The National Association of Bilingual Education Conference

3) A Planning Committee for a National Conference on Bilingual Vocational Education (sponsored by The National Academy for Vocational Education, The Ohio State University)

4) The Mid-South Educational Research Association Annual Conference

Continued recognition of Kentucky's efforts to address the needs of LEP vocational students is being received. This recognition includes:

1) The acceptance of a paper by the project director for the 1980 AVA National Conference. This presentation will cover the project-developed bibliography of vocational curriculum materials for LEP students

2) The project director has been named to co-chair the 1980 AVA Special Interest Group for Bilingual Vocational Education

Requests for the bibliography of vocational curricula appropriate for LEP students, developed by the project as part of last year's activities, have been numerous. Programs from across the nation and three foreign countries have requested and received copies of this work, as well as many educators within Kentucky. As of this writing, a total of 107 copies of the bibliography have been disseminated by either the project staff or the RCU Unit of the Bureau of Vocational Education. This work was also cited in Adult Vocational ESL,[9] a monograph published by the Center for Applied Linguistics, and in the ESP Newsletter (English for Specific Purposes)[10] published at Oregon State University.

Conclusions

The following points briefly summarize the findings of this phase of project activities:

1) Nineteen vocational programs in Kentucky in ten different vocational regions reported enrollments of LEP students.

2) The total number of LEP enrollees reported by Kentucky vocational programs was 35. These students were from 14 different language groups and were enrolled in 12 different occupational areas.

3) Nine programs requested project technical assistance; of these, five submitted proposals received funding for supplemental programs to assist their LEP students. Another program used existing resources for supplemental English instruction.

4) All six programs implemented included ESL tutoring. Four programs stressed VESL instruction, as the students to be served were enrolled in vocational training and in need of expedited job preparation. Two programs were designed to provide more general ESL, as the students were enrolled in both academic and vocational classes.

5) Since all six programs were funded and/or implemented toward the latter part of the school year, it would be premature at this point to present any concrete findings in regard to program effectiveness. It should be noted, however, that each program which was funded this year will be continued during the next school year. All funded programs include a built-in evaluation component, and LEP student progress will be reported periodically.

6) A total of eighteen educational programs in Kentucky used the project material loan service this year. The most frequent requests were from vocational education programs.

7) Three project newsletters were disseminated this year. The newsletter mailing list is now comprised of 118 Kentucky educators.

8) Other efforts were carried out by the project staff to increase Kentucky vocational educator awareness of responsibilities for providing equal access for LEP persons, plus inform them of project services. These efforts included the following:

1) Development and statewide dissemination of an information brochure

2) Dissemination of project information to all Kentucky learning center coordinators

3) Presentations made by project director at four state-level professional conferences.

9) Kentucky efforts to serve LEP vocational students have received national visibility and representation by the project directors' participation/presentation at four national-level meetings.

10) Over one hundred of the 1979 project-developed bibliographies have been disseminated since its publication, both in-state, nationally and internationally. This work has also been cited in two nationally-known VESL publications.

Recommendations

The following recommendations are based upon the findings and conclusions of this year's project for technical assistance, information and resources to Kentucky vocational programs enrolling LEP students:

1. One concern felt by the author of this report is in regard to those programs which reported LEP students but did not implement any programs to meet the special needs of these students. In several instances, the program personnel contacted by the project reported that the students were functioning well in their vocational classes and needed no special assistance. In these situations, one of four conclusions appear to be warranted:

   1) The students are not truly limited English-proficient, but are in fact, bilingual, being at least fairly fluent in both English and their native language,

   or

   2) The students are enrolled in occupational areas which require minimal English skills and, thus, are able to perform effectively regardless of their limited English skills,

   or

3) The students have enough prior training and/or occupational experience in the area in which they are enrolled that, in spite of their limited English skills, they are able to exhibit the required competencies well enough to succeed in vocational training

or

4) The students are compensating for their limited English proficiency through extensive additional study on their own outside of class, using bilingual dictionaries to translate required reading.

On the five programs which were visited which did not implement special assistance for their LEP students, one or more of the above conclusions were applicable at all five programs. At all five programs, upon querying the LEP students, it was revealed that at least one of the students enrolled in that program felt he/she needed more help with English. In some instances, this was a direct contradiction to what was reported by their teacher or other personnel at the program.

Even though the students may be able to function in the vocational class, one wonders, especially in the case of those with low English proficiency, how marketable those students' skills will be following completion of training without their having the necessary accompanying English skills.

2. A clearer definition of the term "limited English proficiency" should be provided to vocational programs to assist personnel in accurately reporting LEP enrollments. On at least two occasions during this project, students reported as having limited English proficiency were later discovered to be quite fluent in English and their native language (bilingual), and, in one case, even multilingual. There is a vast difference between "bilingual" and "limited English-proficient."

3. The "turn-around" time between submission of funding requests and approval of funds by the Bureau of Vocational Education, Special Vocational Education Functions Unit, was commendable. All programs received approval of funding by their proposed implementation dates. In at least one instance, funding approval was received within a week after submission of the proposal.

   Both the Special Vocational Education Functions Unit and the RCU unit of the Bureau of Vocational Education have been particularly cooperative and supportive of this project effort.

4. At least one program served by this project encountered problems with regulations regarding curriculum material purchase. Most materials ordered required prepayment, and the staff was required to spend their LEP budget for materials in "bits and pieces", as regulations prohibited material orders of over $75 at one time. These type of regulations can be very frustrating to personnel who need to get a program set up and functioning as soon as possible. In some cases, the project material loan service was used to "fill in" until the program's materials arrived. However, if the materials needed were on loan to another program, this was not possible. Regulations such as these should be revised so that teachers of special needs students may acquire the materials they need as rapidly as possible.

5. A need for vocational training, both pre-service and inservice, continues to exist to better prepare vocational personnel to address the special needs of LEP students. Although the project staff was able to supply vocational personnel with guidance and information regarding instruction for LEP students, this assistance could not be as comprehensive as was needed, due to constraints of project staff size, geographical proximities, and constraints of time and finance. Complementary training to augment the technical assistance provided by this project would be beneficial to the vocational educators served through this project. Initial inquiries have been made by the project director to investigate ways and means of establishing a VEPD activity involving a consortium of vocational educators from various regions who are serving LEP students.

6. Several LEP students with higher levels of English proficiency (500-600) reported they had received English language training in their country of birth. Generally, the reading skills of these students were fairly strong, but the students reported problems with listening comprehension and conversational skills. Therefore, even though a student may have scored well on the English proficiency test (which tested reading and grammar skills), he/she often still reported trouble with other areas of English skills.

7. Considering that this was the first year for implementation of the technical assistance component of project services, it is the feeling of this author that at least moderate success can be reported. Of the six programs which implemented programs of special assistance, all will be continued for the next year. At least two programs reported respectable student gains with English skills

for the brief time the special assistance was provided. Maintenance of the technical assistance service appears strongly warranted, both to provide support to established programs and to assist other vocational programs which may have a need and interest in implementing special assistance programs for LEP students.

8. The need to continue the project newsletter dissemination appears to be warranted, as a large number of Kentucky educators (118) availed themselves of this service during the past year.

9. The project material loan service apparently is fulfilling an important need for Kentucky vocational programs based upon increased usage this past year. It is felt that this service should be maintained, and provisions made for acquisition of new useful materials for vocational educators of LEP students.

10. Insofar as increasing LEP enrollments in Kentucky vocational education programs, progress in this area continues to be slow. Some of the reasons for this (based upon the observations of this author) may include the following:

    1) Lengthy waiting lists for admission to vocational training

    2) Low level of intraprogrammatic articulation of LEP students among secondary, ABE and vocational programs

    3) No active recruitment of LEP students on the part of vocational programs

    4) LEP students drop out of program soon after enrollment due to inability to understand instruction and lack of supportive language assistance

11. The Kentucky vocational programs which have implemented special programs to assist LEP students are to be commended for their professionalism, responsiveness to student needs, and their progress in this area. As these programs become more firmly established, they may serve as models for other vocational programs in the state which need to implement similar services for LEP students.

12. A strong effort has been carried out by the project staff to familiarize Kentucky vocational educators of their responsibility toward provision of equal access and equitable education for LEP persons within their program's jurisdiction. The project has functioned in an awareness-raising capacity plus a helping capacity for Kentucky vocational educators. In many instances, these efforts have been positive and fruitful. Enforcement of proper program adaptations was not necessary, as program personnel were eager to assist their LEP students and appeared glad to have guidance and help from the project staff. In other situations, however, the staff has met resistance or evasiveness in regard to provision of equal access for LEP students.

    Fortunately, many programs in Kentucky have not required special mandates from the Bureau of Vocational Education before they have responded to the special needs of LEP persons. However, for those programs which have demonstrated resistant attitudes in this area, the statewide transmission of a strong, supportive policy statement by the Kentucky Bureau of Vocational Education to all programs would lend greater credibility and strength to the efforts of this project.

CHAPTER III

RESEARCH PROJECT: METHODS, PROCEDURES AND FINDINGS

Introduction

Studies of limited English-proficient students in vocational settings are extremely scarce. Few efforts have been made to quantitatively describe the barriers faced by LEP students and the vocational instructors who serve them, or to document the effect and behavior of LEP students in vocational classes. In order for vocational educators to respond appropriately to the special needs of LEP students, an empirical information/data base must be provided upon which decisions regarding program and instructional modifications may be based. This study provides an in-depth description of factors which may enhance or detract from LEP student success in vocational programs. This study also provides more definitive, objective guidelines and information for decision makers in vocational education in regard to occupational training of LEP students. Input from a sample of these students and their vocational instructors is provided in regard to programmatic and student needs, plus quantitative measures of LEP student behavior in actual vocational settings are provided.

Limitations of the Study

The small number of programs, students and teachers involved in this study prohibits any broad conclusion or general, definitive statements regarding LEP students in vocational education. In examining the results of this study, the reader should keep in mind that the findings, recommendations and conclusions herein are based upon a very limited N-size.

Constraints of time and finance prohibited rigorous testing of the attitudinal instruments used in this study for reliability and validity. Findings relative to attitudinal data reported herein should be reviewed with this in mind.

It was originally proposed that the native language instruments developed for the study would be checked for accuracy by a national linguistic agency. This was prohibited by time and budgetary constraints. However, the translators used for this phase of the study were persons with high levels of education and total bilingual fluency. Two were university professors, one was a doctoral student and one was a graduate student. Thus, it was felt that the translations were accurate and reliable.

It was originally proposed that student attitudinal data would be accessed via interviews. English proficiency testing and teacher input indicated that the majority of the LEP students in the sample possessed stronger reading skills than they did aural comprehension and conversational skills. Thus, the project staff decided to access student attitudinal data through administration of a written instrument instead of through interviews.

Since it was necessary to keep the language and format of the student instrument very simple, the simple rating scales used could not allow for a wide range of opinion categories. Therefore, some variance within categories of opinions may exist which were not accessed by this instrument. However, it is felt that the measures used, though not highly sensitive, were adequate and did allow for sufficient discrimination of opinions.

Methods and Procedures

Identification of Population

The population for this study was identified through a statewide survey of all area vocational education centers and state vocational-technical schools. This survey identified nineteen vocational programs in Kentucky which reported a total of 35 LEP enrollees. (The methodologies for this survey are described in Chapter II.) However, two of these were high school programs. Since the study was delimited to students in AVEC's and SVTS's, the number of programs used as a base for sample selections was sixteen. The total LEP student enrollment for these programs was 33.

Eight schools were selected to comprise the program sample for this study. Five of these programs were state vocational technical schools, two were area vocational education centers and one was a vocational rehabilitation center. Five programs had only one LEP student enrolled, two programs reported three LEP enrollees, and one program reported seven LEP students. The programs were located in seven Kentucky communities, and the total LEP enrollment for these programs was eighteen.

These programs were selected on the basis of several factors:

1) English proficiency levels of the students; programs reporting students with lower English proficiency were selected

2) Willingness of vocational program staff to participate in the study

3) Size of LEP enrollment

As noted above, when the sample was initially selected, eighteen students were chosen as subjects for this study. However, during the course of the project, three of these students left their respective programs. (Two Russian students left their business and office program to take jobs; the other, a Laotian student who dropped out, had been working full-time plus attending machine shop classes at the vocational school.) Thus, the final LEP student sample for the study was comprised of fifteen pupils.

A total of seventeen vocational instructors participated in the study. Each of these instructors had at least one of the LEP students selected for this study enrolled in his/her class.

During the latter part of the school year, three of the eight programs selected for this study implemented special VESL tutoring programs for their LEP students. The LEP students at the remaining five programs were mainstreamed with no special supplemental ESL assistance. The effect of these special VESL programs on the findings of this study should be minimal, as all programs were implemented quite late in the school year. They may indicate, however, a generally positive attitude toward helping LEP students on the part of those program's personnel.

Instrumentation

English Proficiency Test

An extensive review was conducted of available English proficiency tests to determine which met the following criteria:

1) Appropriate for students with minimal English proficiency

2) Appropriate for administration to older students (secondary and adult)

3) Relatively brief administration time

The test which best met these criteria was selected for use. This test was the EPT (English-Second-Language Placement Test) developed by Ilyin, Best and Biagi.[11] The test is constructed to be administered at two levels: Level 100, 200, 300 and Level 400, 500, 600. It is primarily an English reading and grammar test. The ESL placement of the student may be determined by the test score. The designated placement for the various levels and descriptions of the ESL instruction recommended for the various levels are provided in Appendix E. Equivalency scores to other commonly-used English proficiency test are also provided therein.

All students in the study were administered the first level of the EPT during the initial program visit. Those who scores at the 300 level of the first test were then administered the higher level of the test during the second program visit.

There were two purposes for administering the English proficiency test:

1) To determine that each student could actually be classified as limited English-proficient

2) To determine at what level that student was functioning as far as English skills

Classroom Observation Instruments

In order to quantify the productivity, behavior and interactions of LEP students in vocational classes, a classroom observation system was developed to record LEP student behavior at five-second intervals. This system was based on preliminary work by Cobb and Adams (1976).[12] This system enabled the data collection team to record LEP student behavior every five seconds, classifying it by type of behavior demonstrated, who was the focus of the activity, and in what type of classroom organizational structure the behavior occurred. Descriptors for these various classifications are shown in Appendix F. A copy of the tally sheet used in recording these is also provided in Appendix F.

In order to record what the focus of the classroom activity was for the LEP student, either a T(teacher), S(student) or P(pupil) was recorded in each five-second block of the tally sheet. The organization of the classroom was recorded in the small block in the left margin of the tally sheet. This was checked during the first one-minute observation span; no further checks were made in the organization block except when the classroom organization changed. The tally sheet also provided space for comments so that notations could be made regarding various classroom occurances and student behaviors.

This system was field-tested extensively both in a local laboratory school and then at a nearby vocational school. The purposes of the field test were to 1) determine and correct any problems with the instrument; 2) develop expertise in using the system; and 3) attain an acceptable level of interobserver reliability. Initial field tests revealed some problems with the code sheet format. Adaptations were then made based upon these findings, and the new format was field tested. The second system was found to work effectively, and the data collection team then began work on achievement of interobserver reliability. Before formal implementation of data collection a satisfactory level of interobserver reliability was attained.

Two twenty-minute classroom observations of each LEP student were made by two different observers. Therefore, a total of forty minutes of student observation data for each LEP student was obtained. LEP student behaviors were coded into two major categories, on-task or off task. Further delineation of behavior was obtained by coding into the following subcategories:

1) on task - passive

2) on task - active

3) off task - passive

4) off task - disruptive, non-flagrant

5) off task - disruptive, flagrant

(See behavior descriptors in Appendix F.)

Another set of student observation data was obtained by using the Pupil Observation Record (POR) which was adopted from a Classroom Observation System developed by Ryans (1961).[13] This observation instrument was also field tested until an acceptable level of interobserver reliability was obtained. Two separate LEP student observations using this instrument were also carried out during data collection. This instrument allows for ratings of student behavior in five categories:

1) Apathetic - Alert

2) Obstructive - Responsible

3) Uncertain - Confident

4) Dependent - Initiating

Observers rated student behavior for each of these four categories on a scale ranging from 1 to 7. A rating at the lower end of each scale indicated that the student exhibited behavior in the lower or less desirable category (ex. apathetic); a rating at the higher end of the scale indicated exhibition of stronger or more desirable behavior (ex. alert). The descriptors for each of these behaviors and a sample instrument are provided in Appendix G.

Student Questionnaire

A student attitudinal instrument was developed to obtain measures of LEP student attitudes in regard to the following:

1) need for English training

2) types of English training needed

3) current level of comprehension of vocational instruction/ reading

4) occupational plans

5) frequency and context of English usage (with family, friends, at school)

The students were also queried regarding their economic status, residency status, former English training, and problems regarding admission to vocational training.

In developing this instrument, care was taken to keep the format and the reading level as simple as possible. A reading level assessment determined that the instrument required a 4th grade reading level (maximum). (See examples of student questionnaires in Appendix H.)

For each students who scored at the 100 or 200 level on the EPT, the instrument was translated into his/her native language. Instrument translation was necessary for six students with four different primary languages: Russian, Hindi, Hmong (but schooling in Laos), and Vietnamese. These students were offered both the English version of the instrument and the native language version. It was interesting to note that, while most of these students used the native language version as a reference, all of the subjects preferred to complete the English version of the questionnaire. Examples of the native language questionnaires are shown in Appendix H. The development of the "English needs" section of the student instrument was based in part on a previous study by Bodman and Lanzano.[14]

Teacher Questionnaires

Two types of instruments were developed for administration to vocational instructors of LEP students: 1) a student-specific questionnaire, and 2) a general questionnaire. Upon initial development of these instruments, they were submitted for critique to a panel of educational research specialists at Western Kentucky University. Following this critique, revisions were made based upon recommendations of the panel.

The student-specific questionnaire was designed to access the vocational instructor's opinions regarding the classroom behavior, achievement and English needs of a specific LEP student that the teacher had in class. The majority of the questions were multiple choice, ranking or rating scales. An example of the student-specific questionnaire is provided in Appendix I.

The general teacher questionnaire obtained information and input from the vocational instructors of LEP students in regard to several areas:

1) Special resources presently available within program for assisting LEP students
2) Attitudes regarding program needs for serving LEP students
3) Identification of vocational curricula and/or instructional techniques found to be effective in working with LEP students
4) Attitudes toward use of bilingual aide in assisting with vocational instruction of LEP students
5) Opinion regarding what person(s) in program should have responsibility for VESL tutoring
6) Attitude regarding vocational education program's policy regarding admission and services to LEP students

7) Information regarding special admissions criteria for entering occupational area

8) Attitude toward need for special training (workshops, inservice) to assist vocational educators to LEP students

A copy of the general questionnaire is provided in Appendix J. The development of the behavior rating scale used in this instrument was based upon the works of Nelson, et al.[15] and O'Neil[16] in the field of occupational survival skills. The majority of the classroom behaviors listed on the instrument were obtained from a list of 27 basic skills (identified in a study by O'Neil)[17] which were the result of a survey to identify skills "necessary for minimum acceptable performance in an occupation." These findings were reported in a publication by Nelson, et al., who have also carried out subsequent investigation and publication in this area. These skills were the most frequently cited in a survey of workers, educators and students to identify competencies and behaviors necessary for "occupational survival."[18] It was felt that teacher ratings of LEP student behavior would provide some measure of how well-prepared these students were to enter and effectively function in the world of work.

Data Collection

The data collection for this study was carried out through two program visitations to each of the eight vocational schools involved in the study. The project staff was comprised of two persons: the project director and a graduate research assistant. During the first program visit (December-February), the following data were obtained:

1) LEP student demographic information

2) English proficiency test score (first level of EPT)

Student demographic information was accessed through collection of a student information sheets (which were mailed to the program prior to the visit), plus informal conversations with each vocational instructor of LEP students. The information sheets were used to obtain information regarding each student's class schedule and English proficiency level. (See copy, Appendix K.) The purpose of the study was also explained to the instructors, and procedures for data collection were outlined.

The second program visits were carried out in May-June, and entailed collection of the following data:

1) Higher level EPT test scores (when applicable)

2) Classroom observation data

3) LEP student questionnaire data

4) Teacher questionnaire data

FINDINGS

Description of Student Sample

In order to present a fairly comprehensive profile of the characteristics of LEP students studied, selected personal data were collected about each of the fifteen students. The fifteen students selected for the study were enrolled in ten different occupational areas, and twelve different primary languages were represented within the sample. (See Table 3.) Three of the students were female, and twelve were male. Fourteen of the students were post-secondary classification, and one was classified as secondary. The ages of the students within the sample ranged from 17 to 53, with the average age being 30. The U.S. residency status of students fell into one of four classifications. Five of the students (33.3%) were classified as refugees, four students (26.7%) were U.S. citizens, four (26.7%) were permanent U.S. residents and two (13.3%) were on student visas. (See Table 4.) The length of time these students had lived in the United States ranged from one year to forty-eight years.

The average score for all students on the English proficiency test fell at the 400 level. Eighty percent of the students received scores between the 100 and 500 levels of the test. Distribution for the English proficiency test scores are shown in Table 5. Interpretation of each test level is provided in Appendix E.

In terms of economic circumstances of the students, five of the students (33%) reported that they worked full-time in addition to attending vocational school. Two students (13.3%) reported that they worked part-time. The majority of the student sample reported that they attended school only and were not employed. (N=8; 53.3%). Sixty percent of the students received money from their family, and 8 received either veteran's benefits or some other form of student financial aid. Only 20% of the students reported that their spouse was employed. None of the students, however, reported that they were welfare recipients.

The students were also queried regarding dependents living with them; 64.3% reported a spouse, and 35.7% reported children. Other relations living in the home (parents, other relatives) were reported by 7.1 % and 21.4 %, respectively, of the sample.

Five members of the student sample (33.3%) reported previous study in their occupational areas before entering the program. All students reported prior study of English, but the length of time ranged from ten months to twelve years. The majority of the students (60%) had studied English for 5 years or less, however.

TABLE 3

Primary Languages and Occupational Areas of LEP Student Sample

	OCCUPATIONAL AREAS										
PRIMARY LANGUAGE	Surgical Tech.	Office Worker	Electricity	Office Machine Repair	Electronics	Drafting	Machine Shop	Appliance Repair	Auto Mechanics	B & O	TOTALS
Hmong		1									1
Farsi			2								2
Hindi			1								1
Arabic				1							1
Chinese						1					1
Spanish								1			1
Italian			1								1
Samoan									1		1
Vietnamese					1		1				2
Russian										2	2
Korean	1				1						2
TOTALS	1	1	4	1	2	1	1	1	1	2	15

TABLE 4

Composition of LEP Student Sample in Regard to Student Classification, Sex and U.S. Residency Status

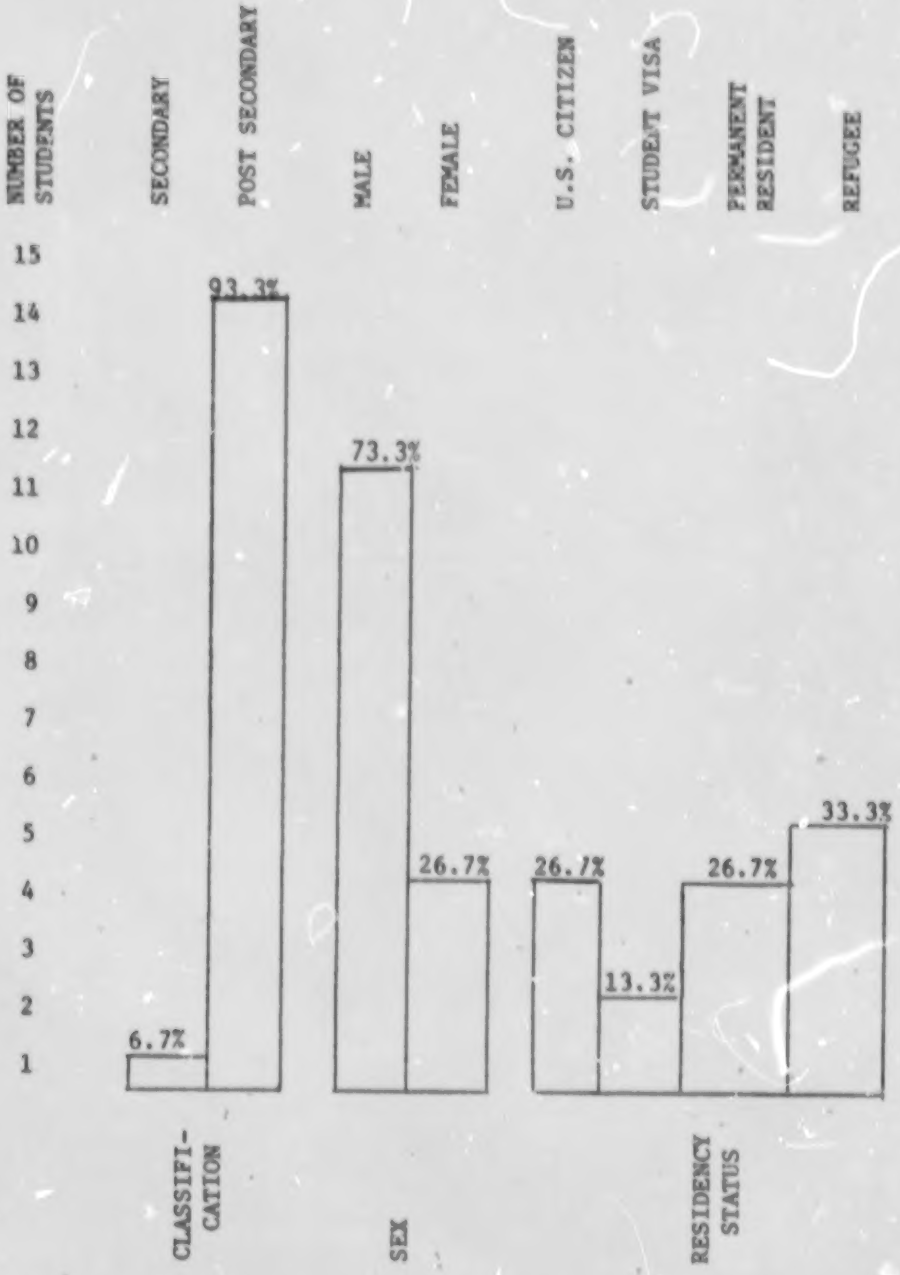

TABLE 5

Distribution of English Proficiency Test
Scores of LEP Student Sample

Level	100	200	400	500	600
Number of Students	f=1 %=6.7	f=3 %=20.0	f=2 %=13.3	f=6 %=40.0	f=3 %=20.0

Teacher Information/Attitudes Regarding Programs Selected for Study

At the programs examined in this study, twelve of the seventeen teachers surveyed reported that no special services or resources were available at their programs for LEP students. Three of these teachers indicated that they were opposed to any special services or resources being provided for LEP students. Seven teachers felt that the present services and resources available were adequate to serve the LEP students who were presently enrolled. Eight of the seventeen teachers surveyed reported that, although the needs of the LEP students presently enrolled were being met, special programs should be established to accommodate the needs of other LEP persons in the community who could be receiving occupational training if special assistance were provided. Six of the seventeen teachers surveyed indicated that they felt that special English tutoring should be provided for the LEP students who were presently enrolled in the program

Eleven of the seventeen teachers felt that VESL materials should be developed or acquired for LEP student use. Only four of the instructors felt that the vocational curriculum materials used in class should be adapted to simpler English for LEP student use. Translation of curriculum materials used in class was seen as needed by only four of the teachers surveyed. Six of the teachers surveyed felt that a classroom interpreter/teacher's aide should be hired, if possible, to assist the LEP student(s) until they become more proficient in English. Teacher attitudinal data regarding program needs are all displayed in Table 6.

Only one of the seventeen teachers surveyed indicated they had found certain vocational materials to be effective in working with their LEP students. These materials were described as "low level reading material, posters and tapes." Other teachers reported (in informal conversation) that CBVE materials appeared to work much better with LEP students than "standard" vocational curricula, due to their "self-paced" format.

Ten instructors cited particular instructional techniques which they had found to be effective in working with their LEP student(s). Three of these instructors reported that individualized instruction had

TABLE 6

Instructor Response to Information/Opinion Items Regarding Program Services for LEP Students

Item	f	%
No special services or resources are available for LEP students at this program	12	71.0
I am opposed to any special services or resources being provided for LEP students	3	18.0
Our present services and resources are adequate to serve the students with limited English proficiency that are now enrolled	7	41.0
Although the needs of the LEP student(s) now enrolled are being met, special programs should be established to accommodate the needs of other LEP persons in this community who could be receiving occupational training if special assistance were provided	8	47.0
Special English tutoring should be provided for the LEP student(s) now enrolled in this program	4	24.0
Special vocationally related English materials should be developed or acquired to familiarize the LEP student(s) with the language they must understand and use in training and on the job	9	53.0
The vocational curriculum materials used in class should be adapted to simple vocational English so LEP student(s) can use them more effectively	2	12.0
The vocational curriculum materials used in class should be translated into the native language(s) of the student(s) so the LEP student(s) can use them more effectively	2	12.0
A classroom interpreter should be hired, if possible, to help the LEP student(s) in his/her native language until they become more proficient in English. This person would also assist the teacher, counselor and other staff in communicating better with the student(s)	6	35.0

been effective. Use of peer tutors was reported as effective by two teachers. Enrolling the student in a special reading program, Hands and Mind, was reported as effective by one teacher. Other instructional techniques reported by the teachers are listed below:

1) "Writing on blackboard and repeating"

2) "Show and tell seems to work better than anything else"

3) "Pictures, models, doing manipulatively what I'm saying"

4) "More written material on board during lectures"

Student Attitudes Toward English Needs

The LEP students in this study were queried regarding their English needs and whether English proficiency was a barrier to classroom performance. Of the fourteen students responding, 13 (92.9%) indicated they felt they needed to study English. Only three (20%) of the students reported they always understood what their teacher(s) said; five students (33.3%) reported they always understood their classroom reading. These findings are shown in Table 7.

TABLE 7

LEP Student Responses to Items Relative to Comprehension of Classroom Instruction and Reading

Item	Responses					
	Sometimes		Most of the Time		Always	
	f	%	f	%	f	%
How much do you understand what your teacher(s) say?	2	14.3	9	64.3	3	21.4
How much do you understand what you read in class?	4	26.7	6	40.0	5	33.3

If ESL instruction were provided or implemented at the programs, the project staff felt that input was needed from the LEP students in regard to the types of English skills they perceived as most important to their needs. Since the scope of the English language is extremely broad, specific categories or types of English were selected for student rating. Each student was asked to rate each type of English as "most important", "important" and "not important." The results of these

TABLE 8

Importance of Various English Skills as Rated by Each LEP Student from His/Her Personal Perspective

	Most Important		Important		Not Important	
	f	%	f	%	f	%
English for reading newspapers, magazines	9	60.0	5	33.3	1	6.7
English to use in a job interview	9	64.3	3	21.4	2	14.3
English I will need to use in my job	10	66.7	4	26.7	1	6.7
English for understanding job safety rules	10	66.7	2	13.3	3	20.0
English for emergencies (fire, doctor, police)	8	53.3	2	13.3	5	33.3
English for shopping and paying for things	2	15.4	6	46.2	5	38.5
English for using the bank	4	28.6	5	35.7	5	35.7
English for talking on the telephone	4	28.6	9	64.3	1	7.1
English for understanding written material I will use in my job	7	50.0	2	42.9	1	7.1

TABLE 8 (Continued)

	Most Important		Important		Not Important	
	f	%	f	%	f	%
English for reading job ads in the newspaper			10	71.4	3	28.6
English for social talking	8	57.1	3	21.4	3	21.4
English to help me pass the G.E.D. (high school test)	7	50.0	3	21.4	4	28.6
English to use in a restaurant			8	57.1	6	42.9
English for buying a car	2	14.3	6	42.9	6	42.9
English for buying or renting a house	5	35.7	3	21.4	6	42.9
English for getting a driver's license	3	21.4	7	50.0	3	28.6

ratings are presented in Table 8. It is interesting to note that the top three English skills rated as "most important" by a majority of the students were each job related English skills (English to use on the job; English for job safety; English to use in job interviews). The three English skills which were rated most frequently as "not important" to the students were those skills needed for ordering food in a restaurant, buying a car and buying or renting a house.

Teacher Attitudes toward English Needs of LEP Students

The vocational instructors of each of the fifteen LEP students were also asked to respond to items regarding the students' English needs. (When a student has more than one instructor, these instructor's responses were combined and averaged for that student.) Of the fifteen students in the study, the classroom performance of ten of these students was adversely affected to some degree by their English proficiency, according to the instructors' perceptions. According to the opinions of their instructors, seven of the students (46.7%) would benefit from special tutoring to upgrade their English skills. Instructors for six other students (40.0%) were unsure whether the student would benefit from tutoring. Only two students (13.3%) were reported as not needing special English tutoring. The English "problem areas" for each student were also reported by their instructors. (See Table 9.)

TABLE 9

Most Troublesome English Skill Areas for
LEP Student Sample as Reported
by Vocational Instructors

English Skill Area	f	% of Sample
Speaking English	9	60.0
Reading English	4	27.0
Understanding What Others Say	5	33.0
Writing English	4	
Comprehending vocational/technical terminology	9	60.0
No trouble with any English skills	1	7.0

TABLE 10

Teacher Rankings of Each LEP Student's Most Important English Needs

	Most Important		2nd Most Important		3rd Most Important		4th Most Important		5th Most Important	
	f	%	f	%	f	%	f	%	f	%
Job-specific English	6	42.9	5	35.7	2	14.3	1	7.1		
Conversational English	2	14.3	2	14.3	3	21.4	6	42.9	1	7.1
Survival English	1	7.1			6	42.9	6	42.9	1	7.1
Job-Survival English	4	30.8	6	46.2	1	7.7	1	7.7	1	7.7
Other English	1	14.3			1	14.3			5	71.4

Only one student was described by his/her instructor as having no significant problems with English. The English skills which were reported most frequently as "problem areas" were speaking English and comprehending vocational/technical terminology. Also, the vocational instructors were asked to rank the English skills most vital to each student. Job-specific English (for functioning in the vocational class and on the job) was most frequently rated as "most important." "Job Survival English" (job interview skills, filling out employment applications, social security applications, driver's license, reading want-ads) was rated "most important" the next most frequently. Teacher rankings for all categories are shown in Table 10.

Teacher Rankings of LEP Student Achievement

The vocational instructors were asked to rank each LEP student's level of achievement as compared to the total class in which they were enrolled. Of the sample of fifteen LEP students, 53% (N=8) were ranked as achieving in the top 25% of their class and 40% (N=6) were ranked in the middle 50% of their class. Only one student (7%) was ranked as achieving in the bottom 25% of the class. (See Table 11.)

TABLE 11

Teacher Rankings of LEP Students'
Achievement as Part of Total Class

	N	%
Top 25%	8	53.3
Middle 50%	6	40.0
Bottom 25%	1	6.7

Teacher Ratings of LEP Students' Classroom Behavior

Each of the fifteen LEP students was rated by his/her vocational instructors in regard to 36 classroom behaviors. Each student's behavior was rated in comparison to the "regular" students in his/her class. Each behavior was rated by the instructor(s) as "more than others", "about the same as others", or "less than others." The four LEP student behaviors rated most frequently as stronger, or "more than others," were, in order of highest percentage:

1) Positive attitude

2) Level of interest

TABLE 12

Vocational Instructor Ratings of LEP Classroom Behaviors in Comparison to "Regular" Students

	More than others (3)		(2.5)		About the same as others (2)		(1.5)		Less than others (1)	
	f	%	f	%	f	%	f	%	f	%
Comprehension of vocational concepts. . . .	1	6.7	2	13.3	9	60.0	1	6.7	2	13.3
Level of interest	10	66.7			5	33.3				
Ability to communicate with others.					6	40.0			9	60.0
Good relations with other students.	3	20.0			12	80.0				
Good attendance	10	66.7	1	6.7	4	26.7				
Level of motivation	9	60.0	1	6.7	5	33.3				
Level of classroom interaction.	1	6.7			10	66.7	2	13.3	2	13.3
Understands classroom instruction	3	27.3			6	54.5			2	18.2
Requires individual help.	1	8.3			10	83.3			1	8.3
Easily frustrated, gives up	1	8.3			2	16.7			9	75.0
Positive attitude	8	72.7			3	27.3				
Classroom achievement	4	33.3	1	8.3	5	41.7			2	16.7

TABLE 12(Continued)

	More than others (3)		(2.5)		About the same as others (2)		(1.5)		Less than others (1)	
	f	%	f	%	f	%	f	%	f	%
Defensive attitude.	1	8.3			7	58.3	1	8.3	3	25.0
Discipline problem.					2	16.7			10	83.3
Self-assured behavior	2	16.7			7	58.3			3	25.0
Shy, isolated behavior.	4	33.3	2	16.7	5	41.7			1	8.3
Dependability	5	41.7	2	16.7	5	41.7				
Understands written information	1	8.3	1	8.3	6	50.0	1	8.3	3	25.0
Basic writing skills.					5	41.7	1	8.3	6	50.0
Basic speaking skills					2	16.7	2	16.7	8	66.7
Works as a team member.	1	8.3	1	8.3	9	75.0			1	8.3
Punctuality	7	58.3	1	8.3	3	25.0			1	8.3
Leadership.					6	50.0	1	8.3	5	41.7
Neat and clean in appearance.	3	25.0	3	25.0	6	50.0				
Makes independent decisions	3	25.0	1	8.3	7	58.3			1	8.3
Uses initiative and imagination	6	50.0			5	41.7			1	8.3

TABLE 12(Continued)

	More than others (3)		(2.5)		About the same as others (2)		(1.5)		Less than others (1)	
	f	%	f	%	f	%	f	%	f	%
Basic arithmetic skills	7	50.0			6	42.9			1	7.1
Knows what is expected	4	28.6			10	71.4				
Knows how to use materials and equipment			3	21.4	11	78.6				
Locates information	1	7.1	2	14.3	9	64.3			2	14.3
Follows instructions	5	35.7	1	7.1	7	50.0			1	7.1
Works without close supervision	3	21.4	1	7.1	9	64.3			1	7.1
Works under pressure	2	14.3	1	7.1	10	71.4			1	7.1
Adjusts to classroom situations	3	21.4			10	71.4			1	7.1
Manages time and materials effectively	6	42.9			6	42.9			2	14.3
Follows safety regulations	4	28.6	1	7.1	9	64.3				

3) Good attendance
4) Level of motivation

The four behaviors reported most frequently as "less than" other "regular" students are reported below in order of highest percentage:

1) Discipline problem
2) Easily frustrated, gives up
3) Basic speaking skills
4) Ability to communicate with others

The means for the teacher's ratings for all 36 classroom behaviors are shown in Table 12.

Classroom Observation

The classroom behavior of each LEP student was observed for a total of forty minutes. Every five seconds behavior demonstrated by each student was recorded into one of five categories: 1) on task, active; 2) on task, passive; 3) off task, passive; 4) off task, disruptive (non-flagrant); 5) off task, disruptive (flagrant).

A total of ten hours of classroom observation data was collected on the LEP student sample. The percentage of the total time in which the LEP students were observed exhibiting the five different behaviors is reported in Table 13. Of the total behavior observed, 95 percent of

TABLE 13

Mean Percentages for Various Types of Classroom Behaviors as Exhibited by LEP Student Sample During Observation

	f	$\overline{X}$
On Task Active	15	.46
On Task Passive	15	.49
Off Task Passive	15	.03
Off Task Disruptive, Non-Flagrant	15	.02
Off Task Disruptive, Flagrant	15	.00

the LEP student behavior was coded as "on task." Of this on task behavior, 49 percent was coded as passive, and 46 percent was coded as active. (See descriptors for these behaviors in Appendix F.)

The classroom behavior of each LEP student was also rated on the Pupil Observation Record. Each student's behavior for four different categories was rated on a seven-point scale by both observers. The mean scores for these behaviors are provided in Table 14.

TABLE 14

Means for Ratings of LEP Student Behavior on the Seven-Point Scale* of the Pupil Observation Record

Behavior	Apathetic-Alert	Obstructive-Responsible	Uncertain Confident	Dependent-Initiating
$\overline{X}$	6.73	6.80	6.20	6.53

*Low numerical rating indicated behavior was coded in the lower (or less desirable) category (ex. apathetic). A higher numerical rating indicated behavior was coded in the higher (or more desirable category (ex. alert).

The frequency and percent of various POR total scores are shown in Table 15. As can be seen, these scores indicate that the LEP students observed tended to demonstrate alert, responsible, confident and initiating behaviors. The highest mean rating was for responsible behavior, followed closely by the mean rating for alertness. The means of ratings initiating and confident behavior were slightly lower, (although still strong.)

The focus and organization of each LEP student's classroom activity were also recorded five-second intervals. Focus was coded as teacher, student or pupil, depending upon to whom the LEP student's attention was directed during each five-second interval. The majority of the time (79 percent) the LEP student sample was observed, the students were involved in pupil-focused (focus on self) behavior. Since the amount of student focus was minimal, this was combined with teacher focus for comparison purposes. Table 16 presents the percentage of time the LEP students were involved in pupil (self) focused behavior (79 percent) compared to time focusing upon teachers or other students (21 percent).

TABLE 15

Totals for POR Ratings
For LEP Student Sample

POR Total Scores	Number of Students	%
20	1	6.7
24	1	6.7
25	1	6.7
26	1	6.7
27	4	26.7
28	7	46.7
* $\bar{x}$ = 26.27	15	

*Highest possible total rating = 28

TABLE 16

Mean Percentages for Amount of Time LEP Students Observed in Focusing upon Other Students, Teacher and Self (Pupil)

	f	$\bar{x}$
Pupil (Self) focus	15	.79
Student/Teacher Focus	15	.21

The organization of classroom activities within which each LEP student was functioning was also recorded. Organization was coded as either large group, small group, or individual. Very little change in organization occured during all fifteen observation spans. In other words, if a student were involved in a small group, she/he tended to continue in that organizational structure throughout the observation. The majority of classroom organizational structures within which the LEP students were observed were recorded as "individual."

Variables Associated with LEP Student Achievement and Behavior

An objective of this study was to identify factors (variables) associated with student achievement (as perceived by the teacher) and student classroom behavior/productivity. Two correlational techniques, Pearson r and Eta, were employed to test these relationships. Due to the categorical nature of the student achievement data, Eta was used as a measure of association with selected variables. Students were ranked as either in the top 25% of class (n=8) or middle 50% of class (n=6) or bottom 25% of class (n=1). Due to the small number of students in the bottom 25%, the middle and bottom categories were combined for an n size of 7. All correlates with achievement were treated as continuous variables and are reported in Table 17.

TABLE 17

Correlation between Instructor Rated Achievement Level and Selected Variables for LEP Student Sample.*

VARIABLE	COEFICIENT	SIG
English proficiency	.250	N/S
Understanding Teacher Talk	.120	N/S
Understanding class readings	.385	N/S
Months in U.S.	.331	N/S
Pupil Observation Record	.195	N/S
% On task active behavior	.146	N/S
% On task passive behavior	.079	N/S
% Off task passive behavior	.292	N/S
% Off task nonflagrant behavior	.268	N/S
% Teacher/Student Focus	.101	N/S
% Pupil Focus	.101	N/S
Speak English with Family	.485	$<.05$
Speak English with Friends	.038	N/S
Speak English with School	.468	$<.05$

*Eta was utilized to determine relationship for variables.

Student classroom behavior data were obtained from the Pupil Observation Record (POR) and Student Classroom Observation Schedule. Since these variables were continuous, the Pearson r technique was utilized with other continuous variables, while Eta was employed with categorical variables. For correlations to be considered meaningful, they must have been significantly different from zero at the .05 level or below.

Student Achievement

Selected variables were correlated with teacher-perceived student achievement to include English proficiency, student perceived understanding of English, student classroom behavior, and student verbal usage English. From these variables only two were found to correlate significantly with the criterion variable. It appeared that students who spoke English less frequently with family and less frequently at school were perceived to be higher achievers by their teachers. Table 17 contains the correlations and Table 18 contains the group means for high and moderate achievement groups. (The frequency of responses to different variables accounts for variance among strengths of correlations.)

TABLE 18

Achievement Group Means of LEP Student Sample for English Usage* at Home and at School

Group	n	$\bar{x}$ Home[1]	$\bar{x}$ School[2]
High Achievement	8	1.62	2.31
Moderate Achivement	7	2.63	3.00

*Usage rated on a 1 to 3 scale
[1] Eta = .485
[2] Eta = .468

Implications from these findings are somewhat unclear. However, one may speculate that teachers generally perceive LEP students as higher achievers who are less verbal in the classroom. Another speculation may be that students who have greater limited English usage apply themselves more diligently and thus are perceived as greater achievers by teachers. However, this is speculation and beyond definitive data available from this study.

It is important to note that no correlation was found between level of English proficiency and teacher rankings of achievement. Also, no relationship was found between student level of achievement and LEP students' ability to understand classroom instruction or understand classroom readings. It should be noted that in several instances LEP students were observed using bilingual dictionaires to interpret classroom reading. It may be inferred that the LEP students were compensating for their English skill deficiencies through extensive home study and use of bilingual dictionaries. Thus, they were able to attain the strong achievement levels reported by their teachers. This is based upon speculation, however, and not upon empirical findings from this study.

Student Classroom Behavior

Two measurement techniques were employed to obtain student classroom behavior data. The POR allowed for a general rating of pupil behavior on four items. The student classroom observation schedule obtained data from the perspective of percent of student time on task to percent of student time off task. Selected variables correlated with the student classroom behavior variables were mostly continuous and thus utilized a Pearson r technique.

As was the case for achievement, the POR data had few correlations significant at the .05 level. Only three of 43 correlation coefficients were of sufficient magnitude to be significantly different from zero. These were teacher-rated student behaviors of 1) "Level of interest" (r=-.438); 2) "Ability to communicate with others" (r=-.468); and 3) Understands classroom instruction" (r=-.644). (See Table 19).

There appeared to be an inverse relationship between the way instructors perceived students' "level of interest" and "understanding of classroom instruction" and their positive classroom behavior as rated by observers. These findings were inconsistent and were probably influenced by the high ratings of observers on the POR for all students (See Tables 14 and 15) and the limited scale utilized for teacher ratings of students. "Ability to communicate with others" was positively correlated to classroom behavior (r=.468), but must be viewed with the same skepticism as the other two variables. The global nature of the POR rating scales were not able to effectively produce meaningful results in identifying variables associated with student behavior.

The student classroom behavior observations that dealt with identifying the specific status of students in the classroom also produced relatively few significant correlations, with the exception of teachers' perceptions of pupil behaviors. Table 20 contains the correlation coefficients for percent "On Task Active Behavior", percent "On Task Passive Behavior", percent "Off Task Passive" and percent "Off Task Non-Flagrantly Disruptive Behavior" with selected variables.

From the correlation matrix in Table 20 the following profiles were obtained between the four student behavior variables and the teachers' perceptions of student behavior. These profiles are contained in Table 21. These profiles revealed the four types of LEP student behavior observed (on task active, on task passive, off task passive and off task nonflagrantly disruptive) were associated with varying types of pupil behaviors (as rated by their teachers).

TABLE 19

Correlation Between Pupil Observation Record (POR) Behavior and Selected Variables

VARIABLE	CORRELATION TECHNIQUE	CORRELATION COEFFICIENT	PROBABILITY
English proficiency	Pearson r	.198	NS
Comprehension of what vocational teacher says	Pearson r	.182	NS
Comprehension of vocational classroom reading	Pearson r	.193	NS
Time lived in U.S.	Pearson r	.241	NS
Speak English with family	Pearson r	.058	NS
Speak English with friends	Pearson r	.070	NS
Speak English at school	Pearson r	-.093	NS
Teacher uses special instructional techniques	Eta	.122	NS
Teacher rated behaviors:			
1)Comprehension of vocational concepts	Pearson r	.094	NS
2)Level of interest	Pearson r	-.438	<.05
3)Ability to communicate with others	Pearson r	.468	<.05
4)Good relations with other students	Pearson r	-.294	NS
5)Good attendance	Pearson r	-.065	NS
6)Level of motivation	Pearson r	-.340	NS
7)Level of classroom interaction	Pearson r	.159	NS
8)Understands classroom instruction	Pearson r	-.644	<.01
9)Requires individual help	Pearson r	.044	NS
10)Easily frustrated, gives up	Pearson r	-.048	NS
11)Positive attitude	Pearson r	.086	NS

TABLE 19 (cont.)

VARIABLE	CORRELATION TECHNIQUE	CORRELATION COEFFICIENT	PROBABILITY
12)Classroom achievement.....	Pearson r	.234	NS
13)Defensive attitude	Pearson r	-.150	NS
14)Discipline problem	Pearson r	.318	NS
15)Self assured behavior.........	Pearson r	.088	NS
16)Shy, isolated behavior........	Pearson r	-.218	NS
17)Dependability	Pearson r	-.114	NS
18)Understands written information.....	Pearson r	-.468	NS
19)Basic writing skills.........	Pearson r	-.320	NS
20)Basic speaking skills........	Pearson r	.427	NS
21)Works as a team member........	Pearson r	-.295	NS
22)Punctuality	Pearson r	-.088	NS
23)Leadership	Pearson r	-.114	NS
24)Neat and clean in appearance...	Pearson r	-.107	NS
25)Makes independent decisions...	Pearson r	.075	NS
26)Uses initiative and imagination......	Pearson r	.032	NS
27)Basic arithmetic skills..........	Pearson r	-.447	NS
28)Knows what is expected........	Pearson r	-.375	NS
29)Knows how to use materials and equipment.......	Pearson r	.116	NS
30)Locates information.........	Pearson r	.174	NS
31)Works without close supervision............	Pearson r	-.031	NS
32)Works under pressure........	Pearson r	.072	NS
33)Adjusts to classroom situations...	Pearson r	-.432	NS
34)Manages time and materials effectively............	Pearson r	-.427	NS
35)Follows safety regulations........	Pearson r	-.331	NS
36)Follows instructions	Pearson r	-.313	NS

TABLE 20

Correlation Between LEP Student Classroom Behaviors (On Task/Off Task) and Selected Variables

Variable	On Task Active Behavior Corr. Tech.	On Task Active Behavior Prob.	On Task Passive Behavior Corr. Tech.	On Task Passive Behavior Prob.	Off Task Passive Behavior Corr. Tech.	Off Task Passive Behavior Prob.	Off Task Non-Flagrant Behavior Corr. Tech.	Off Task Non-Flagrant Behavior Prob.
English proficiency...	.084	NS	-.031	NS	-.039	NS	-.001	NS
Comprehension of teacher.............	.024	NS	.256	NS	-.053	NS	.042	NS
Comprehension of classroom reading...	.269	NS	-.228	NS	-.271	NS	.080	NS
Time in U.S.	.178	NS	-.172	NS	-.131	NS	.083	NS
Use of English with family..............	.090	NS	-.103	NS	.031	NS	.071	NS
Use of English with friends.............	.142	NS	-.206	NS	.264	NS	.236	NS
Use of English at school..............	.230	NS	-.179	NS	-.347	NS	-.050	NS

TABLE 20(Cont.)

Classroom Behavior

Variable	On Task Active Behavior		On Task Passive Behavior		Off Task Passive Behavior		Off Task Non-Flagrant Behavior	
	Corr. Tech.	Prog.	Corr. Tech.	Prog.	Corr. Tech.	Prog	Corr. Tech.	Prog.
Leadership	.188	NS	-.167	NS	.188	NS	.071	NS
Neat and clean in appearance	.100	NS	-.105	NS	.129	NS	-.123	NS
Makes independent decisions	.030	NS	-.046	NS	.143	NS	-.034	NS
Uses initative and imagination	-.270	NS	.297	NS	.253	NS	-.543	<.05
Basic arithmetic skills	-.562	.05	.595	<.05	.245	NS	-.560	<.05
Knows what is expected	-.241	NS	.214	NS	.220	NS	-.016	NS
Knows how to use materials and equipment	-.079	NS	.025	NS	.341	NS	.063	NS
Locates information	-.613	<.01	.578	.05	.532	<.05	-.311	NS
Follows instructions	-.400	NS	.440	<.05	.124	NS	-.490	<.05
Works without close supervision	-.031	NS	.248	NS	.472	<.05	-.053	NS

TABLE 20(Cont.)

Classroom Behavior

Variable	On Task Active Behavior Corr. Tech.	Prob.	On Task Passive Behavior Corr. Tech.	Prob.	Off Task Passive Behavior Corr. Tech.	Prob.	Off Task Non-Flagrant Behavior Corr. Tech.	Prob.
Easily frustrated, gives up.............	-.086	NS	.090	NS	-.183	NS	.217	NS
Positive attitude......	-.064	NS	.100	NS	.151	NS	-.478	NS
Classroom achievement..	.256	NS	.271	NS	.118	NS	-.028	NS
Defensive attitude.....	.458	NS	.412	NS	.257	NS	.119	NS
Discipline problem.....	.346	NS	-.406	NS	-.043	NS	.573	< .05
Self-assured behavior..	.264	NS	-.215	NS	-.286	NS	-.091	NS
Shy, isolated behavior.	-.320	NS	-.291	NS	.306	NS	-.107	NS
Dependability..........	-.052	NS	-.095	NS	-.085	NS	-.281	NS
Understands written information..........	-.397	NS	-.348	NS	.215	NS	.187	NS
Basic writing skills...	-.296	NS	.413	NS	-.471	NS	-.444	NS
Basic speaking skills..	.368	NS	-.320	NS	-.176	NS	-.224	NS
Works as a team member.	-.087	NS	.109	NS	-.092	NS	-.079	NS
Punctuality...........	-.023	NS	.047	NS	-.045	NS	-.157	NS

TABLE 20 (Cont.)

Classroom Behavior

Variable	On Task Active Behavior Corr. Tech.	On Task Active Behavior Prob.	On Task Passive Behavior Corr. Tech.	On Task Passive Behavior Prob.	Off Task Passive Behavior Corr. Tech.	Off Task Passive Behavior Prob.	Off Task Non-Flagrant Behavior Corr. Tech.	Off Task Non-Flagrant Behavior Prob.
Comprehension of vocational concepts..	.045	NS	-.001	NS	.284	NS	.079	NS
Level of interest......	.463	<.05	.494	<.05	.101	NS	-.345	NS
Ability to communicate with others..........	.590	<.05	-.597	<.05	-.205	NS	.244	NS
Good relations with other students.......	.040	NS	-.005	NS	-.150	NS	.137	NS
Good attendance........	.057	NS	.083	NS	.085	NS	-.336	NS
Level of motivation....	-.449	<.05	.483	<.05	.092	NS	-.364	NS
Level of classroom interaction..........	.233	NS	-.256	NS	.088	NS	.067	NS
Understands classroom instruction..........	.638	<.05	.645	<.05	-.023	NS	-.114	NS
Requires individual help................	-.093	NS	.062	NS	.151	NS	.093	NS

TABLE 20(Cont.)

Classroom Behavior

Variable	On Task Active Behavior		On Task Passive Behavior		Off Task Passive Behavior		Off Task Non-Flagrant Behavior	
	Corr. Tech.	Prog.	Corr. Tech.	Prog.	Corr. Tech.	Prog.	Corr. Tech.	Prog.
Works under pressure...	-.216	NS	.158	NS	.338	NS	.114	NS
Adjusts to classroom situations...........	-.586	<.05	.533	<.05	.338	NS	.091	NS
Manages time and materials effectively.	-.593	<.05	.596	<.05	.052	NS	-.060	NS
Follows safety regulations..........	-.418	NS	.413	NS	.123	NS	-.083	NS

TABLE 21

Profiles for Four Types of LEP Student Behavior Yielded by Correlation with Teacher Ratings of LEP Students

BEHAVIOR	Higher On Task Active	Higher On Task Passive	Higher Off Task Passive	Higher Off Task Nonflagrantly Disruptive
TEACHER RATINGS	1) Higher level of interest (r = .463)	1) Higher level of interest (r = .494)	1) Higher in ability to locate information (r = .532)	1) More of a discipline problem (r = .573)
	2) Higher level of ability to communicate with others (r = .590)	2) Less ability to communicate with others (r = -.597)	2) Higher in ability to work without close supervision (r = .472)	2) Less use of initiative and imagination (r = -.543)
	3) Lower level of motivation (r = -.449)	3) Higher level of motivation (r = .483)		3) Lower in basic math skills (r = -.560)
	4) More understanding of classroom instruction (r = .638)	4) More understanding of classroom instruction (r = .645)		4) Less able to follow instructions (r = -.490)
	5) Lower in basic math skills (r = -.562)	5) Higher in basic math skills (r = .595)		
	6) Lower in ability to locate information (r = -.613)	6) Higher in ability to locate information (r = .578)		

TABLE 21(Cont.)

BEHAVIOR	Higher On Task Active	Higher On Task Passive	Higher Off Task Passive	Higher Off Task Nonflagrantly Disruptive
TEACHER RATINGS	7) Less able to adjust to classroom situations (r = -.586)	7) Higher in ability to follow instruction (r = .440)		
	8) Less effective use of time and materials (r = -.418)	8) More able to adjust to classroom situations (r = .533)		
		9) More effective use of time and materials (r = .596)		

Higher on-task, active behavior, as exhibited by the LEP students, was strongly associated with high level of interest, high level of ability to communicate with others, and more understanding of classroom instruction. This type of behavior was also associated with lower level of motivation and less ability in basic math, locating information, adjusting to classroom situations and effectively using time and materials.

The profile of higher on-task, passive behavior revealed that these students were rated by their teachers as less able to communicate with others. However, this type of student behavior was also strongly associated with higher teacher ratings for level of interest, level of motivation, understanding of classroom instruction, basic math skills, ability to locate information, ability to follow instructions, ability to adjust to classroom situations and effective use of time and materials. It is interesting to note that students exhibiting this type of behavior (quietly productive, passive and non-interacting) were rated higher by their instructors on more areas than those students exhibiting on-task, active behavior, which is marked by more overt performance of classroom tasks and/or productive interaction/activity.

(It should be noted that some correlations reported for the two behaviors above may be the result of the differing functions of various occupational areas, and not due to student behaviors. In other words, some occupational training programs lend themselves more to on-task active behavior, others more to on-task, passive behavior.)

The two categories of off-task behavior, though not frequently demonstrated by this student sample, did correlate strongly with six teacher-rated behaviors, when it did occur. Off-task passive behavior, when demonstrated by students, associated strongly with two variables: 1) higher in ability to locate information, and 2) higher in ability to work without close supervision. These findings infer that those students who demonstrated off-task passive behavior (i.e. non-disruptive inattention to classroom activity, such as staring into space) were rated higher by their teacher in areas which indicated ability to function independently and without close supervision. This may be infer that, although these students were either not interested in or not understanding the classroom activity, this was not being noticed by their teachers, since the students were behaving passively.

Incidences of student off-task, nonflagrantly disruptive behavior correlated with four teacher ratings of student behavior: 1) more of a discipline problem; 2) less use of initiative; 3) less ability to follow instructions; 4) lower math skills. It should be noted that level of English proficiency did not correlate with off task, nonflagrantly disruptive behavior. However, teacher ratings showing less ability to follow instructions did correlate with off task, nonflagrantly disruptive behavior (i.e. social "chit-chat" with peers). This may imply that some LEP students who demonstrate this type of nonproductive classroom behavior also understand less about what they are supposed to be doing. They may also be perceived by teachers as more of a discipline problem and less able to use initiative and imagination. The negative correlation between this type behavior and lower math skills may be attributed possibly to weaker academic backgrounds of the students.

One other category of behavior, off-task flagrantly disruptive, was not observed during data collection and, therefore, did not yield any data for analysis. This finding is significant in itself, however, as it reveals that in the total ten hours of LEP student observation, none of these students were ever noted as exhibiting this type of nonproductive behavior.

Teacher Attitudes Regarding Program Policy

In order that recommendations for program policy reflect the attitudes of vocational instructors of LEP students, the teachers involved in this study were asked to respond to attitudinal items regarding this area. The limited number of teachers and the diversity of their responses prohibited the acquisition of any definitive guides for policy establishment. However, some attitudinal trends did result which warrant further exploration with larger number of Kentucky vocational educators.

When the teachers were asked to indicate one type of program policy their program should have in regard to admission and services to LEP students, the results shown in Table 22 were yielded. The largest percent of teachers responding felt that a special program to serve LEP students with concurrent training and occupationally-related English should be implemented (or maintained) at their programs if they continued to have LEP enrollments. Two of the eleven respondents felt that "students should be completely fluent in English before being admitted to vocational training." Another two instructors felt that "students should be at least moderately fluent in English before being admitted to vocational training. They should then be able to function on their own, without any assistance." One teacher indicated agreement with the statement that "the vocational school should provide vocationally-related English instruction for the LEP student(s), but they should not be mainstreamed into vocational classes until they are proficient in these prerequisite English skills." One other vocational instructor agreed with a policy of continued admission of LEP students to vocational training but acquisition of English skills being the sole responsibility of the student, not the vocational program.

TABLE 22

Teacher Opinion Regarding Program Policy Relative to LEP Students

	f	%
Students should be completely fluent in English before being admitted to vocational training.	2	18.1
A special program to provide LEP students with concurrent training and occupationally-related English should be implemented (or maintained) at this vocational program if we continue to have LEP enrollments.	5	45.5
LEP students should continue to be admitted to vocational training, but acquiring English skills should be the sole responsibility of the student, not the vocational program.	1	9.0
The vocational school should provide vocationally-related English instruction for the LEP student(s), but they should not be mainstreamed into vocational classes until they are proficient in these prerequisite occupational English skills.	1	9.0
Students should be at least moderately fluent in English before being admitted to vocational training. They should then be able to function on their own, without any special assistance.	2	18.1

These findings thus revealed that although more teachers agreed with a policy of concurrent occupational training and VESL instruction, some other teachers still are skeptical and/or resistant to admission and provision of special services to LEP students, and have mixed attitudes regarding program policies.

The teachers participating in this study were also asked to give their opinions regarding which educational personnel at their vocational program should have responsibility for providing LEP students with vocationally-related English tutoring. All seventeen instructors responded to this item, and six of these teachers felt VESL tutoring should be provided by a related subjects teacher or learning center coordinator. The next most frequent response (n=4) was that a special tutor should be hired solely for this purpose. Four other vocational teachers indicated they would work cooperatively with either a special tutor or a related subjects teacher (or learning center coordinator). Three teachers indicated that they felt tutoring in job-related English should not be the responsibility of a vocational program. All teacher responses to this question are shown in Table 23.

TABLE 23

Teacher Opinion Regarding Which Personnel at Vocational Program Should Have Responsibility for VESL Training

	f	%
Tutoring in job-related English for LEP students should not be the responsibility of a vocational education program	3	17.6
A special tutor should be hired solely for the purpose of providing job-related English instruction	4	23.5
Tutoring in job-related English should be provided by a related subjects teacher (or learning center coordinator)	6	35.2
A tutor should be hired to provide job-related English instruction, and should work cooperatively with me on selecting vocational content and vocational terminology for student study	2	11.7
A related subjects teacher (or learning center teacher) should provide job-related English tutoring with assistance and cooperation from me on selecting vocational content and vocational terminology for student study	2	11.7

CONCLUSIONS

The following conclusions were based upon the findings of the research component of this project:

Conclusion #1. The majority of LEP students (92.9 percent) in this study reported that they needed to study English.

Conclusion #2. The needs and characteristics of the LEP student sample were quite diverse. However, the need for English skills improvement was consistently reported as important for these pupils by a majority of both LEP students and their vocational instructors.

Conclusion #3 The English proficiency levels of the students selected for this study ranged from very low to moderately proficient, as indicated by English proficiency test scores.

Conclusion #4 The student sample was comprised of 15 LEP students enrolled in ten different occupational areas and representing twelve different primary language groups. The majority of the students were post-secondary classification.

Conclusion #5 Residency status of the student sample varied. Five students (33.3 percent of sample) were refugees, four (26.7 percent) were U. S. citizens, four (26.7 percent) had permanent resident status, and two (13.3 percent) were on student visas.

Conclusion #6 Great variance in three characteristics of the student sample was found: 1) length of time lived in U.S., 2) age; 3) time spent in prior study of English.

Conclusion #7 The majority of the LEP student sample (53.3 percent) reported they attended school only and were not employed. None of the student sample, however, were welfare recipients. Student financial aid of some type was received by 53.3 percent of the students.

Conclusion #8 When asked to rank the achievement of their LEP students as compared to the total class in which each student was enrolled, the vocational instructors of these students ranked 53 percent of the LEP students as achieving in the top 25 percent of their class. Most other members of the student sample (40 percent) were ranked in the middle 50% of the class. Only one LEP student in the sample was ranked as achieving in the bottom 25 percent of his/her class.

Conclusion #9 There was no significant relationship found between levels of English proficiency and teacher-rated levels of achievement of the LEP sample in this study.

Conclusion #10 There was no significant relationship found between teacher-rated levels of achievement of the LEP students in this study and types of classroom behavior (on task or off task) demonstrated by these students.

Conclusion #11 The limited English-proficient students which were chosen for this study generally appeared to be functioning and achieving well in their vocational classes in spite of their English skill deficiencies and lack of special services provided by most of vocational programs in which they were enrolled. The classroom behavior of these students was quantititively recorded, and the results showed a very high percentage of these students' time (95 percent) to be spent in productive, on-task behavior. The classroom behavior of these students, as rated by their vocational instructors, revealed that teachers of these students perceived them as being stronger than "regular" students in positive attitude and levels of interest and motivation. Teachers also perceived these students to be less of a discipline problem than other students and less likely to be easily frustrated and give up.

Conclusion #12 In rating LEP student classroom behavior in comparison to "regular" students vocational instructors rated their LEP students, stronger, or "more than others," most frequently in the following four areas:

1. Positive attitude
2. Level of interest
3. Good attendance
4. Level of motivation

The four behaviors reported most frequently by instructors as "less than" regular" students were:

1. Discipline problem
2. Easily frustrated, gives up
3. Basic speaking skills
4. Ability to communicate with others

Conclusion #13 Ten hours of classroom observation data on the LEP student sample revealed that the majority of the LEP students' classroom behavior (95 percent) was on task. Off task behavior was observed only 5 percent of the total ten hours of observation, and this off task behavior was of a nonflagrantly disruptive nature. During collection of data, the LEP students observed demonstrated no off-task flagrantly disruptive behavior.

Conclusion #14 LEP students exhibiting higher on task active behavior tended to be rated higher by their instuctors on "level of ability to communicate with others" and "understands classroom instruction." Inverse (negative) correlations were found between this type of LEP student behavior and teacher ratings for motivation, math skills, ability to locate information, ability to adjust to classroom situations and effective use of time and materials.

Conclusion #15 Those students rated by teachers as having less ability to understand classroom instruction tended to be functioning productively but passively in their vocational classes in spite of their English skill deficiencies. These students also tended to be rated highly by their teachers in the areas of motivation, level of interest, ability to follow instructions, ability to adjust to classroom situations and effective use of time and materials. These findings are substantiated by a study of achievement among Japanese American students conducted by E. K. Strong to examine why these students were achieving more highly than others though other factors were fairly equal. A statement by Strong also tends to explain the findings of this study:

> "It may be that they possess to a greater degree than whites those qualities which endear pupils to a teacher, that is, they are more docile, occassion less disciplinary trouble, and give the appearance of being busy and striving to do their best...Another explanation would be that they come from poorer homes than the average and early realize they must make their own way in the world; in consequence, they are motivated to do their best."[19]

These conclusions by Strong are substantiated also by the findings of this study, in that those LEP students who were observed as behaving passively on-task tended to receive more positive ratings on their classroom behavior that that portion of the student sample who tended to demonstrate more active on-task class behavior. (In some cases, however, this behavior may have been a function of the occupational area or the classroom activity observed and not attributable to student characteristics or English skill.)

Conclusion #16 LEP student observation data as recorded on the Pupil Observation Record (POR) revealed the student sample tended to demonstrate positive classroom behavior in four categories: alert, responsible, confident and initiating.

Conclusion #17 Observation of LEP student classroom behavior revealed that the majority of these students' time was spent in focusing upon self-directed activity, as opposed to teacher-directed activity or activity directed by other students. The majority of LEP students' time also tended to be spent in individual (classroom) organizational structure, as opposed to large group or small group work.

Conclusion #18 There was a significant inverse correlation found between teacher-rated achievement of the LEP student sample and frequency of speaking English at home and at school. In other words, those students who reported that they spoke English less frequently at home and at school received higher ratings of achievement by their vocational instructors. This may infer that students who have greater limited English proficiency apply themselves more diligently and thus are perceived as greater achievers by teachers.

Conclusion #19 A majority of the vocational teachers surveyed in this study (71 percent) reported that no special services or resources for LEP students were available at their programs.

Conclusion #20 The vocational instructors of the student sample reported that the classroom performance of 67 percent of these students was adversely affected by their limited English proficiency. Only 13.3 percent of the students in the study were described as not needing special English tutoring.

Conclusion #21 Of the vocational instructors surveyed in this study, 47 percent felt that although the needs of the LEP student(s) enrolled in their program were being met, special programs should be established to accommodate the needs of other LEP persons in community who could be receiving occupational training if special assistance were provided.

Conclusion #22 A low percentage (18 percent) of the vocational instructors surveyed indicated opposition to special services or resources being provided for LEP students by their vocational program.

Conclusion #23 The three types of English skills reported most frequently by the LEP students as "most important" to them were job-related English skills. These specific skills were (in order of frequency): 1)English to use on the job; 2) English for job safety; and 3) English for job interviews.

Conclusion #24 The English skills ranked more frequently by instructors as most vital to the LEP student sample were "job-specific English skills."

Conclusion #25 The English "problem areas" for the LEP student sample reported most frequently by their instructors were "speaking English" (60 percent) and "comprehending vocational/technical terminology" (60 percent). Only one student was described as having "no trouble with any English skills."

Conclusion #26 The majority of vocational instructors (58.7 percent) participating in this study felt that either a special tutor or related subjects teacher (or learning center coordinator) should be responsible for job-related English instruction of LEP students in their program. Another 23.4 percent of the instructors also felt one of these types of teachers should be responsible for VESL tutoring but felt that this tutor should work cooperatively with them (the classroom teacher) in selecting vocational content and terminology for LEP student study. Of the seventeen teachers surveyed, three (17.6 percent) felt that tutoring in job-related English should not be the responsibility of a vocational program.

Conclusion #27 The vocational teachers of LEP students who were polled in this study revealed mixed attitudes regarding what their vocational program's policy should be regarding admission and services to LEP students. The largest percentage of teachers (45.5 percent) who responded felt that concurrent occupational and job-specific English training should be provided if their program continued to have LEP enrollments.

Conclusion #28 A majority (53 percent) of the vocational instructors of LEP students surveyed felt that special vocationally-related English materials should be developed or acquired by their program to familiarize the LEP student(s) with the language they must understand and use in training and on the job.

Conclusion #29 Ten instructors cited particular techniques they had found to be effective in working with their LEP students. These included individualized instruction, use of peer tutors and frequent use of visual teaching materials/techniques.

RECOMMENDATIONS

Based upon findings of this research study, the following recommendations are presented:

Recommendation 1. The majority of the LEP students in this study were functioning well in their vocational programs although generally no special services were provided for them, other than, in some instances, special assistance from their classroom teachers. These findings do not infer, however, that this is a program policy which should be maintained. Students in vocational education should be able to equally compete because of the instruction and services provided through the program, and not in spite of lack of services. The majority of the LEP pupils and their vocational instructors recognized and reported a need for assistance with English instruction for the students in the study. It is the conclusion of this author that, in view of the low English proficiency test scores of many of these students, many of these students, in order to achieve as highly as they were, were investing an extensive amount of out-of-class time in additional study (much more than required by the average student). Those students with lower English proficiency were observed on several occasions translating classroom reading through use of bilingual dictionaries. This, of course, is commendable and reflects most positively on the determination and persistence of these students. However, the unfortunate side of this situation is that, with appropriate special English assistance, much of these efforts would have been unnecessary or at least reduced, and the strain on these students would have been diminished appreciably.

This policy of mainstreaming LEP students in vocational programs, allowing them to "sink or swim," must be changed. Provision of equal access to vocational training for LEP students is commendable, but for these students to equally compete, assistance must also be provided in requisite English skills. Otherwise, depending upon the determination and motivation of the student and his/her occupational and English background, he/she may either be required to invest an overwhelming amount of his/her outside-class time to "keep afloat" in class, or the student may either fail or drop out of the program. Only those students with extremely high levels of motivation and/or enough English skills to "survive" may be able to sucessfully complete their training. Maintenance of this "sink or swim" policy may, in effect, eliminate those students with lower English skills and/or lower motivation levels, which are actually those persons who could most greatly benefit from vocational training.

Thus, vocational programs should implement special programs of assistance to provide occupational and language training for any student with limited English proficiency who desires vocational training. Program policies which subtly discourage or discriminate against those LEP students with more special needs than others should be eliminated.

Recommendation 2. It is important to note that many of the vocational instructors involved in this study revealed genuine concern and desire to assist their students with limited English proficiency, through their response to questionnaire items and/or in informal conversation. A large percentage of the teachers reported they had modified their instructional techniques and/or provided individualized instruction (when possible) to their LEP students. These types of efforts are to be commended and should be continued.

It is the view of this author, however, that the total responsibility for preparing students with limited English proficiency for occupations should not be that of the vocational instructor. The classroom teacher simply does not have enough time to devote to providing the LEP student(s) with the English language skills these pupil(s) need(s) to equally compete in class and, subsequently, on the job. Language teaching (ESL) is a time- and energy-consuming process; this should be the responsibility of a teacher or tutor charged specifically with ESL teaching duties. Many of the vocational teachers surveyed (58.7 percent) felt this responsibility could best be assumed by either a special tutor, hired specifically for this purpose, or an on-staff person who works with special needs students(related subjects teacher/learning center coordinator).

One of the above approaches would appear feasible for most Kentucky vocational education programs. It is recommended, however, that the person responsible for ESL tutoring work closely with the vocational instructor, so that English training and occupational training complement and reinforce one another. This approach, supported by 23.4 percent of the vocational teachers surveyed, has been found to be highly effective in VESL programs nationwide.

It should be remembered that oftentimes the person charged with VESL tutoring is not highly knowledgeable in the occupational area(s) of the LEP student(s). He/she can greatly benefit from guidance and assistance from the vocational instructor(s) of the LEP student(s) in the English the student(s) need for the occupational area(s) being studied.

Recommendation 3. In placing LEP students in vocational training, a tendency may be to enroll these students in occupational areas requiring minimal English skills. (The small student sample examined in this study prohibited any definitive statement regarding this practice in Kentucky.) These placements are appropriate only when they reflect the vocational interest and ability of the LEP student. Vocational personnel should exercise sensitivity and careful judgement in occupational placement of LEP students just as with other students, and not group LEP students into only those occupational areas requiring less English. Through provision of appropriate VESL training, LEP students may and should be provided the same career options as other students.

Recommendation 4. The English instruction provided to LEP students in vocational programs should be primarily job-related English instruction. In other words, LEP students should be provided instruction in the English language skills they will need to function effectively in the vocational classroom and subsequently, in occupational settings. Both the LEP students involved in this study and their vocational instructors indicated that English skills related to their job were the primary skills with which these students wanted and needed assistance. Vocational personnel charged with English tutoring for LEP students should keep this factor strongly in mind when selecting ESL curricula and determining language learning objectives for these students.

Recommendation 5. LEP students who enter vocational training with prior English training may still need assistance with one or more English skill areas. For example, an LEP student with strong reading skills may still be very weak in aural comprehension and/or speaking skills, both of which are vital in occupational settings.

Recommendation 6. Findings of this study indicate a trend by some vocational programs to overlook language needs of their LEP students. Since these students were generally very diligent, quiet, well-behaved and docile, some vocational personnel may have reassured themselves that the students were getting along well in school and will do well once they leave the program. It is beyond the scope of this study to project the future of those students who leave their vocational program still possessing only minimal English skills, but it may be speculated that occupational placement and job survival will be extremely difficult for them. Vocational programs enrolling students with low English proficiency need to closely re-examine whether they are, in reality, totally preparing these students for the world of work. In several instances during this study, vocational teachers expressed a need for English training for their LEP students. Yet, for these same programs, efforts to implement ESL programs were not made.

Recommendation 7. This effort is one of the few descriptive studies which have been carried out to quantify the behavior and productivity of LEP students in vocational settings. Further investigative works of this nature should be carried out in programs enrolling larger numbers of LEP students, thus providing a broader data base upon which more definitive findings may be based.

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APPENDICES

APPENDIX A

Survey Instrument and Sample Cover Letters

SURVEY TO IDENTIFY STUDENTS OF LIMITED ENGLISH PROFICIENCY ENROLLED IN KENTUCKY VOCATIONAL PROGRAMS

Vocational School ______________________________

Address ______________________________

____

Completed by: (name) ______________________________

(title) ______________________________

(Office Phone) ______________________________

Vocational region number ______________________________

Conducted by
Western Kentucky University
Center for Career and Vocational Teacher Education
through funding by the
Bureau of Vocational Education
Kentucky Department of Education

ARE THERE ANY STUDENTS OF LIMITED ENGLISH PROFICIENCY* ENROLLED IN YOUR VOCATIONAL PROGRAM?
(*Students whose primary language is one other than English)

__________Yes ⇩   __________No ⇨ PLEASE PLACE IN ENCLOSED ENVELOPE AND MAIL.

1.) NUMBER OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY ENROLLED IN YOUR PROGRAM

A.) AT THE SECONDARY LEVEL .... __________

B.) AT THE POST SECONDARY LEVEL (long term adult).. __________

C.) TOTAL NUMBER OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY ENROLLED IN YOUR PROGRAM .. __________

2.) WHAT IS/ARE THE PRIMARY LANGUAGE(S) OF THE LIMITED ENGLISH PROFICIENCY STUDENT(S) ENROLLED IN YOUR PROGRAM?

______________________________   ______________________________
______________________________   ______________________________
______________________________   ______________________________
______________________________   ______________________________
______________________________   ______________________________

3.) LISTED BELOW ARE 5 LEVELS OF ENGLISH PROFICIENCY. PLEASE INDICATE THE NUMBER OF LIMITED ENGLISH PROFICIENCY STUDENTS (SECONDARY AND POST-SECONDARY) ENROLLED IN YOUR PROGRAM WHICH FIT INTO EACH OF THE 5 LEVELS. MOST LEVELS MAY NOT BE APPLICABLE TO YOUR STUDENTS. IF SO, PLACE A ZERO (0) IN EACH BLANK WHICH DOES APPLY TO YOUR LIMITED ENGLISH PROFICIENCY STUDENTS.

Number of Students at This Level		
Second. ________ Post Sec. ________	Level #1	NO PRACTICAL ENGLISH PROFICIENCY (UNDERSTANDS AND ABLE TO USE ONLY A FEW ISOLATED ENGLISH WORDS AND PHRASES.)
Second. ________	Level #2	ELEMENTARY PROFICIENCY (CAN UNDERSTAND AND COMMUNICATE ON TOPICS VERY FAMILIAR TO THEM; MANY ERRORS IN SPEAKING, READING, AND UNDERSTANDING.)
Second. ________ Post Sec. ________	Level #3	LIMITED PROFICIENCY (CAN HANDLE WITH CONFIDENCE BUT NOT FACILITY MOST DAILY SITUATION. CAN HANDLE LIMITED SCHOLASTIC REQUIREMENTS, NEEDING HELP WITH TECHNICAL OR SPECIALIZED TOPICS. SOMETIMES HAS TO GROPE FOR WORDS.

Number of
Students at
This Level

Second. __________ Level #4 BASIC PROFICIENCY (ABLE TO SPEAK AND READ ENGLISH WITH SUFFICIENT ACCURACY AND VOCABULARY TO PARTICIPATE EFFECTIVELY IN MOST SCHOOL AND SOCIAL SITUATION. GOOD CONTROL OF LANGUAGE, BUT MAY MAKE OCCASIONAL SPEAKING, READING OR COMPREHENSION ERRORS.)
Post Sec. ________

Second. __________ Level #5 FULL PROFICIENCY (ABLE TO USE ENGLISH FLUENTLY. READS, SPEAKS AND WRITES WELL IN ANY SCHOOL SITUATION.)
Post Sec. ________

4.) FREE CURRICULUM LOAN SERVICES AND TECHNICAL ASSISTANCE FOR KENTUCKY VOCATIONAL PROGRAMS ENROLLING STUDENTS OF LIMITED ENGLISH PROFICIENCY ARE AVAILABLE FROM WESTERN KENTUCKY UNIVERSITY. WOULD YOU OR OTHERS AT YOUR SCHOOL BE INTERESTED IN RECEIVING SERVICES AND ASSISTANCE AVAILABLE THROUGH THIS PROJECT (FUNDED THROUGH THE STATE BUREAU OF VOCATIONAL EDUCATION)?

__________ Yes __________ No

PERSON AT YOUR VOCATIONAL SCHOOL TO CONTACT FOR SCHEDULING OF PROGRAM ASSISTANCE:

Name: ______________________________

Title: ______________________________

School Address: ______________________________

____

____

Office Phone: ______________________________

THANK YOU FOR COMPLETING THIS FORM. PLEASE RETURN TO WESTERN KENTUCKY UNIVERSITY IN THE POSTAGE PREPAID ENVELOPE ATTACHED.

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

Center for Career and
Vocational Teacher Education

Dear

One important goal of vocational education is to provide equal access to vocational training for all persons. For many of our vocational programs in Kentucky, a need to provide equal access for persons with limited English proficiency is emerging as a growing reality. A survey conducted in 1978 by Western Kentucky University confirmed the enrollment of over 2,200 students of limited English proficiency in various Kentucky educational programs. This number should be at least tripled in order to encompass the total number of limited English-proficient persons residing in our state.

In response to this need, Western Kentucky University has received funding from the Kentucky Bureau of Vocational Education to assist state vocational programs that are faced with compliance with regulations regarding equitable vocational offerings to limited English speakers. Working with limited English-speaking students in a vocational program often involves a unique set of problems or needs (such as curriculum, classroom management, admission requirements, and teaching strategies). One of the primary purposes for this project is to gain the recommendations of Kentucky vocational educators regarding which areas warrant improvement and/or increased support.

Other goals of this project will include 1) the provision of free resources and technical assistance to Kentucky vocational programs enrolling students of limited English proficiency, and 2) a study of programs at selected schools within the state.

In order to achieve the goals of this project, I need your assistance. Identification of vocational programs in the state which might benefit from services offered through this project requires an up-to-date list of vocational programs enrolling limited English speakers. Enclosed you will find a survey packet for each state vocational school and area vocational education center in your region. (An example of the survey instrument is enclosed for your examination). The purpose of this survey is to identify Kentucky vocational programs enrolling students of limited English proficiency in order that these programs may be contacted and served by

The survey should be completed by you, a vocational counselor or an instructor who works closely with these students. If no students of limited English proficiency are presently enrolled in your program, please check the appropriate response on the form. Please return the survey in the enclosed prepaid envelope by October 30, 1979.

Please contact me if you have any concerns or questions (502-745-3441). Your support and cooperation in this effort are vital to the success of this project. Your assistance will be greatly appreciated.

Sincerely,

Susan B. Adams

Susan B. Adams
Project Director

SBA:cg

APPENDIX B

Sample of Project-Developed Newsletter

Published at Western Kentucky University
The Center for Career and Vocational Teacher Education
Through Funding from the State Bureau of Vocational Education

DIRECTIONS

A Newsletter for Educators of Limited English Speaking Students

April, 1980

FIVE PROGRAMS RECEIVE SPECIAL VOCATIONAL FUNDS FOR LEP STUDENTS

Five educational programs in Kentucky are in various stages of implementing special programs for students with limited English proficiency who are enrolled in vocational training. Funds for these programs are provided through the Special Vocational Education Functions Unit of the State Bureau of Vocational Education.

Four of the projects are designed to provide English as a second language tutorial assistance to students. One program, located at the Kentucky School for the Deaf in Danville, was implemented to assist a 26 year old Vietnamese male who is deaf and has no sign language or literacy skills in either his native language or English. Two hours of tutorial assistance are provided each day in reading, math and sign language. His training also includes regular vocational instruction and on-the-job work experiences.

West Kentucky State Vocational School in Paducah has also submitted a proposal to implement special assistance for a 24 year old male student whose primary language is Farsi. The student is enrolled in an electricity program, and will receive daily tutoring in vocational English as a second language plus general English from the learning center coordinator at the school. Project funding will be used primarily for purchase of special instructional materials. Proposed implementation date for this program is April 15.

A tutoring program for a 19 year-old Hindi student enrolled at Allen County Area Vocational Education Center, Scottsville, was also implemented recently. The student is enrolled in an electronics program, and has received approximately five hours of vocational ESL tutoring per week. Plans are now being made to continue the tutoring program for next year.

(Continued on Page 4)

JEFFERSON COUNTY BILINGUAL PROGRAM HOSTS SUCCESSFUL WORKSHOP

by
Nathan Wolfe
Bilingual Education Specialist
Jefferson County Public Schools

If you think that there's a need for a conference on Bilingual Education in the Louisville area, you're right! At least if you consider the fact that 75 people registered for and attended the 3rd Annual Bilingual/ESL Workshop held at Stouffer's Inn on March 12th and 13th. This workshop, which was sponsored by the Jefferson County Public Schools' Office of Bilingual Education, was well attended by educators from all of the state's universities, as well as numerous social, civic, and educational institutions. What did all of these people have in common? A strong interest in the education of the LEP child.

Cultural understanding and acceptance were emphasized, with an enlightening opening session by Chau Oanh Do, a Vietnamese student from Western Kentucky University. Dr. Rolando Santos of California State University continued the discussion, commenting on various aspects of cultural

(Continued on Page 6)

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New Resources for Vocational Educators of LEP Students 2
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New Materials Available Thru WKU Curriculum Loan Service 4

NEW RESOURCES FOR VOCATIONAL EDUCATORS OF LEP STUDENTS

By Susan Adams

Since VESL (Vocational English as a second language) and bilingual vocational education are relatively new fields, until recently vocational educators working with students of limited English proficiency had few professional materials to guide and assist them in serving these special needs students. Happily, this situation is changing, as several excellent resources are now either available or forthcoming in the near future.

One very useful publication which has recently become available is Adult Vocational ESL. This monograph, prepared by JoAnn Crandall, from the Center for Applied Linguistics, examines the different models of VESL and bilingual vocational education. Ms. Crandall discusses the advantages and drawbacks of each of these models, and also points out what factors should influence the choice of the different models. A valuable annotated bibliography of VESL materials, adult ESL materials, and professional ESL readings is included in this publication, along with sample lesson plans and a realistic, down-to-earth discussion of the language teaching strategies, needs assessment, curriculum material adaptation/creation, etc. Cost of this publication is $5.95, and it may be ordered (prepaid) from: Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209.

Another resource which persons involved in this field should be aware of is the English for Specific Purposes Newsletter, disseminated monthly by Oregon State University. A quarterly column, "VESL Exchange", is devoted to news in the area of vocational ESL. This column, edited by Nick Kremer of the Valley Vocational Center at the City of Industry, CA, is a valuable resource for keeping abreast of new VESL developments in curricula, programs, etc. The subscription fee is modest ($4.00); make checks payable to Oregon State University. New subscribers should write:

EST Clearinghouse
ELI ADS A100
OSU
Corvallis, OR 97331

(Continued at top of page)

New Resources (Cont.)

Several other new resources will be forthcoming soon. One area which until now has been badly neglected is vocational English proficiency testing. Mary Galvan, noted authority in bilingual vocational education, has served as director for a USOE-funded project to develop a Bilingual Vocational Oral Proficiency Examination. Heretofore, no instruments were available to measure student gains from VESL instruction. However this test which will be available in late 1980, may be used to access students' proficiencies in vocationally-related English. To acquire information about this instrument, contact:

Mary Galvan, Project Director
Resource Development Institute
314 Highland Mall Blvd., Suite 450
Austin, Texas 78752

Other bright spots in VESL and bilingual vocational education developments are several studies, currently underway, which should shed new light on various requirements for successful programs. Two of these are being carried out by Kirshner Associates, Inc. in Washington, D.C. Dr. Mary Ella Brady is preparing a monograph on bilingual vocational teacher competencies. Dr. Dale Berry is completing a national evaluation of bilingual vocational education programs. For further information on either/both of these studies, write:

Kirshner Associates, Inc.
Suite 800, 1100 17th St. N.W.
Washington, D.C. 20036
Phone: 202/862-9400

The National Center for Research in Vocational Education is also preparing a study on needed competencies for Non-bilingua vocational instructors of LEP students. This report may be obtained from:

Cheryl Lowry
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Another project, under the direction of Rudolph Troike, will produce a monograph containing strategies and procedures

(Continued on page 5)

Tips for Teaching English as a Second Language

"YOUR NAME IS 'YES'?"

by

Marshall Myers

Owensboro Vocational-Technical School

When I first met Guatemalan Luis Roderiguez, I asked him in my best slow and deliberate English, "What is your name?"

"Yes," he replied in a weak voice.

I knew then that I had a job before me in trying to teach this would-be carpenter enough English to get along with a hammer and saw in the United States.

Little chance that I would have guessed that his progress would be so rapid, and his attitude so positive.

At first, I assumed that like other students trying to learn English as a second language he would meet many frustrations simply because his language was different in grammar, vocabulary, and sound from English.

And also I thought that I didn't need to know anything about his native Spanish in order to teach him basic English.

On the first account I was right; on the second I was wrong.

Just by chance I had recently bought one of those self-teaching Spanish-for-beginners books, and out of curiosity I began slowly working my way through it, latching onto any familiar grammar, vocabulary, or sounds that I could, hoping that I could at least learn the Spanish equivalent of "Good morning," for I wanted Luis to feel that I respected his native tongue.

Then I began to realize when I was studying Spanish why Luis, among other things, would say, "da duck" for "the duck": his language didn't have that sound; so consistently every time Luis met that th sound he substituted that one closest sound he had in his native Spanish, which in this case was d.

Consequently, my preconceived notions about his being lazy, dull, or even stubborn were all wrong. He didn't say that sound correctly because he had never said that sound. It's funny how we jump to those dangerous conclusions so easily when it's our native language a student is trying desperately to learn.

Similarly, I began to notice that Luis had trouble forming the negative in English. And when I investigated Spanish I found the answer to my problem: Teach him the ways that English forms the negative as it compares to and contrasts with Spanish because for all intent Luis was, at present, using English words to form negative Spanish constructions.

My approach worked. Slowly, Luis began to grasp the idea, and started to show such facility with forming the negative in English, as well as demonstrating proficiency in other critical areas where Spanish and English differed markedly.

In fact, I found that I could explain many of Luis' problems with English as problems of what I call "native language interference." His Spanish background confused his mind in learning English; the two languages got in each other's way, but by knowing the source of that confusion I could help to direct him out of the verbal traffic jam he often got himself into.

Indeed, the two hours I had spent with my little Spanish book had been quite profitably put to use.

Now, I realize that all of us English as a second language teachers do not have access to these self-teaching books for all the various languages that are represented in our classrooms. But surprisingly we can find many languages represented in even the most modest bookstores, including German, Italian, and even Japanese and Swahili.

But now I had met another problem: How could I drill Luis in the many sentence patterns he was learning, while at the same time cementing in his mind the kind of pronunciation he would have to have in order to communicate clear, effective English? It was not enough just to know the patterns; he had to use them, and use them effectively.

I tried oral drills where I would ask Luis a question and he would reply in English, but they didn't seem to work. He continued

(Continued on Page 5)

NEW MATERIALS AVAILABLE THRU WKU CURRICULUM LOAN SERVICE

The WKU VESL curriculum loan center has ordered several new materials for loan to Kentucky programs. This materials are available for free loan to programs for up to six weeks. Educators are urged to avail themselves of these and other materials available through the WKU project.

The new materials are listed below. Those that are still on order are indicated. The rest are now on hand and available for loan.

- Institute of Modern Languages, Inc.
  - English for Adult Living
  - The Ideabook
  - Speaking of Numbers
- Defense Language Institute
  - Basic Electronics Terminology
  - Terminology of Maintenance and Mechanics
  - Medical Orientation Terminology
  - Tool and Hardware Terminology
- Literacy Volunteers of America, Inc.
  - I Speak English: A Tutor's Guide to Teaching Conversational English
  - English as a Second Language Oral Assessment
  - Bibliography of Materials for Basic Reading and English as a Second Language
  - Community Relations Handbook
  - Organizational Management Handbook
  - Workshop Leader's Handbook
- National Dissemination and Assessment Center
  - Assessment Instruments in Bilingual Education: A Descriptive Catalog of 342 Oral and Written Tests (on order)
- Modulearn
  - ESL Literacy Program (on order)
- Honolulu P.L.E.S.A. Materials Development Project
  - Autobody Materials:
    - Vietnamese/English
    - Korean/English
    - Ilocano/English
  - Nursing Aide Materials:
    - Korean/English
    - Ilocano/English
    - Vietnamese/English
    - Tagalog/English
- Allyn and Bacon, Inc.
  - Vocational Reading Skills: Shoptalk Series:
    - The Automobile
    - Agriculture
    - Carpentry
    - Electronics
    - Electricity
    - Metal and Machines

(Continued at top of page)

NEW MATERIALS AVAILABLE (CONT.)

If you would like to review any of these materials and/or receive a list of all materials available for loan, contact Susan Adams, 403 College of Education, WKU, Bowling Green, KY 42101--Phone (502) 745-3441.

Five Programs Receive Funds - (Cont. from Page 1)

Another ESL tutorial program has been implemented at Todd County Central High School in Elkton for a 14 year-old Hindi student who is enrolled in home economics. Funding for tutoring and special curriculum materials was requested from the Bureau of Vocational Education.

Bowling Green State Vocational-Technical School has just received funding to implement a program of bilingual vocational education and vocational English as a second language (VESL) instruction. The VESL component of the program may enroll up to ten limited English-speaking students, and instruction will be provided by a part-time VESL instructor. The bilingual vocational education component of the project will be facilitated by the use of a multilingual teacher's aide who will accompany the LEP students to their vocational classes and provide interpreting services for the teacher and students. The aide will also work closely with the VESL instructor. The students to be served through this project are primarily Laotian and Cambodian, and have varying occupational interests and/or skills. Most students are of postsecondary classification, and possess varying degrees of English proficiency. This program will be offered on a part-time basis during both days and evenings in order to accomodate the various employment schedules of the students.

Technical assistance or other information regarding program implementation is available upon request from the Center for Career and Vocational Teacher Education, Western Kentucky University, Bowling Green, Kentucky 42101--(502/745-3441).

"Your Name Is 'Yes'?" (Cont. from p. 3)

to slip back into his native language whenever possible. Native language interference again. It seemed that we made little progress.

Then I began using a little machine which I previously could find no use for. Called a Language Master, this device, manufactured by Bell and Howell, uses different sized cards with two tracks of recording tape glued to each card. Very simply, I would record a question, or a statement of same kind that illustrated a principle or sentence pattern that we were studying at the time; and Luis would listen to the problem, push a button, and then record his answer.

The advantages of using the Language Master counted up to many.

First, if Luis did not understand the question or statement, he could very easily listen to it again, thereby building relevant listening skills.

Secondly, since I could repeat Luis' answer, too, I was better able to catch problem areas, without running the risk of embarrassing Luis by asking him to repeat what he had said, or without relying too much on my sometimes too sympathetic ear.

Thirdly, on several occasions I purposely recorded the very mistakes in grammar, or pronunciations that Luis made, and then asked him to correct those errors. Thus, I could have Luis himself focus on the problems he was indeed having, and let him hear for himself the mistakes he was making. And the strategy worked.

Luis began to be very careful about his pronunciation, and started acting as his own best critic. His mind became alert to the fine differences between English and his native Spanish, differences he could hardly detect before.

Certainly, knowing something about Luis' native language, and using the Language Master did not solve all of Luis' problems with learning English, but the two teaching strategies did make learning English easier for Luis, and teaching English easier for me.

Now, at least, when I ask him his name, he doesn't reply with a meek "Yes."

ABOUT THE AUTHOR. . .Marshall Myers is a part-time ESL instructor at Owensboro Vocational-Technical School, 1501 Fredrica Street, Owensboro, Ky. 42301. Since 1974 he has also taught ESL part-time at Kentucky Wesleyan College. From 1970 to 1973 he taught English composition for international students at Kansas State University after studying linguistics and ESL at that institution. From 1968-70 he was involved in designing the ESL program at Kentucky Wesleyan and also taught ESL. During that period he also served as faculty advisor to the campus International Student Organization.

New Resources (Cont. from p. 2)

which have been found to work well in various vocational programs across the nation. This monograph, to be completed in March, 1981, is funded by USOE. To be placed on the mailing list, contact:

Rudolph C. Troike, Project Director
InterAmerica Research Associates, Inc.
1500 Wilson Boulevard, Suite 800
Rosslyn, VA 22209
Phone: 703/522-0870

This list is by no means comprehensive. Almost every week, the project staff at WKU learns of new efforts or new resources designed to assist vocational educators of LEP students in various ways. The resources listed in this article are either presently available to Kentucky educators through the WKU/BVE project, or we have requested copies once they become available. If you are interested in examining any of these resources or discussing others, please contact the project staff (402 College of Education, WKU, Bowling Green 42101 - (502) 745-3441). Also, we would like to know of other resources that you have found helpful and/or enlightening. We are always eager to hear of new information in this field in order that we may "spread the word." Let us hear from you!

Jefferson County Workshop (Cont. from p. 1)

differences and their educational implications for the LEP student. In addition, practical, constructive help and many useful handouts were provided by Dr. Ron Schwartz of the University of Maryland, Baltimore Campus. His lively manner of speaking and resourceful teaching techniques proved as interesting as they were helpful to those teachers in attendance. Certainly a highlight of the two-day program was a panel discussion led by Prestonia Elementary teacher Tari Myers, Dr. Schwartz, and Foreign Language Specialist Don Ensminger. This question and answer session related the history of Jefferson County's unique Bilingual program and gave a breakdown of the daily instructional program.

If smiling faces and positive comments can attest to the success of a workshop, then this one was indeed successful. The need to provide this type of support to those who work in this area is evident. There is much to teach, but also much to learn, from that special student you might have in your own classroom - the Bilingual Student!

About the Author--Nathan Wolfe is the Bilingual Education Specialist for the Jefferson County Schools. The Bilingual Education Program address is Brown Education Center, 675 River City Mall, Louisville, Kentucky 40222.

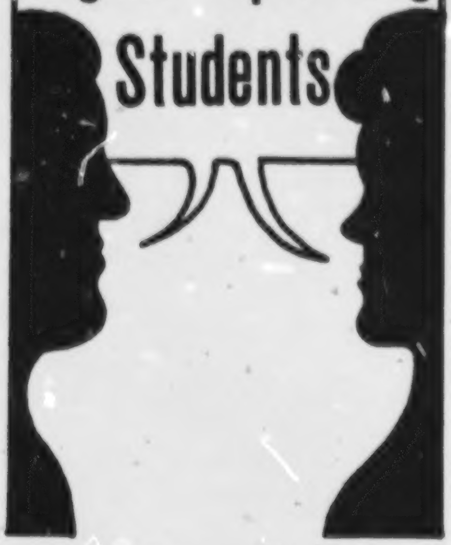
****

DIRECTIONS
Center for Career and Vocational Teacher Education
Western Kentucky University
Bowling Green, Kentucky 42101

APPENDIX C

Project-Developed Brochure and Accompanying Cover Letter

Vocational Education for Limited English-Speaking Students



Developed by
The Center for Career and Vocational
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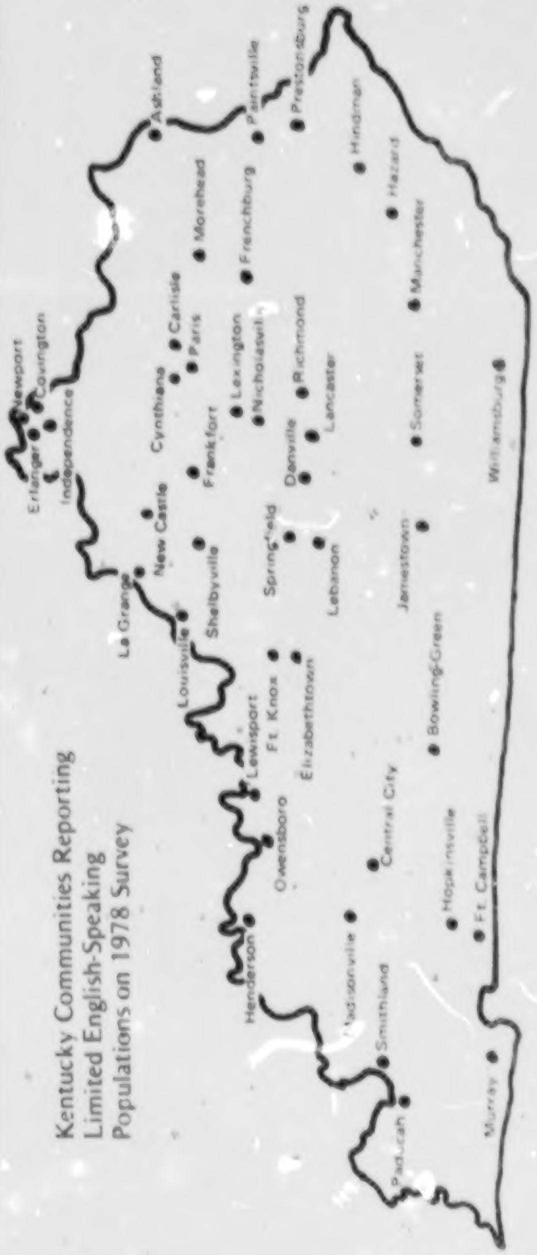
Western Kentucky University
Bowling Green, Kentucky
through funding from
The Bureau of Vocational Education
Kentucky Department of Education
Frankfort, Kentucky


Ashland
Paintsville
Prestonsburg
Hindman
Hazard
Manchester
Morehead
Frenchburg
Carlisle
Paris
Covington
Newport
Erlanger
Independence
Cynthiana
Lexington
Nicholasville
Richmond
Lancaster
Danville
Frankfort
Somerset
Williamsburg
New Castle
Springfield
Lebanon
Jamestown
La Grange
Shelbyville
Louisville
Ft. Knox
Elizabethtown
Bowling Green
Lewisport
Owensboro
Central City
Hopkinsville
Ft. Campbell
Henderson
Madisonville
Smithland
Paducah
Murray

Kentucky Communities Reporting Limited English-Speaking Populations on 1978 Survey

INTRODUCTION

In our society, where the dominant language is English, it has naturally transpired that most of our public education programs have been designed to serve the English-speaking student. For a student whose primary language is not English, however, the effects of these measures have been unfortunate. Since instruction offered through these programs has had little or no meaning to these students due to language barriers, the consequences have included high rates of academic failure, dropouts, unemployment, and underemployment. Students who do remain enrolled in these programs are often mislabeled as slow learners, based upon their language differences.

A common response to this dilemma is "If they choose to live in the United States, they had better learn to speak English." From a practical viewpoint, most people will not argue with this statement, but the next question would be "From whom?" Unless our educational programs offer these persons assistance with English, the limited English-speaking have nowhere to turn for help, and the cycle of failure will continue. This "sink or swim" attitude toward language acquisition offers these persons with limited English proficiency little hope for equitable education and a chance to become productive citizens. The alternative is for our educational programs to offer English instruction designed to enable these persons to equally compete in academic and vocational settings. This specialized language instruction is most often called English as a second language (ESL), since it is designed to teach English to persons whose *first* language is one *other than* English.

VOCATIONAL EDUCATION'S RESPONSIBILITIES TO THE LIMITED ENGLISH-PROFICIENT

A large segment of the limited English-speaking adult population (16 and over) is either underemployed or unemployed. Standard educational programs do not supply them with sufficient English and job skills to meet employment qualifications. For these persons, provision of regular ESL training is not the answer to their most immediate language needs. Instead, they need vocationally oriented English instruction—language of the trade—which will provide them equal access to vocational training and job opportunities. Language instruction must be designed to enable these persons to understand vocational instruction and to prepare them to function effectively in actual employment settings. In vocational ESL instruction (VESL), selective English instruction is focused *only* toward language the student *must* have to become trained and employable. Refinement of the balance of English skills is left to the discretion of the student for a time when his/her schedule will allow (from adult education ESL courses, peers, etc.).

FEDERAL LEGISLATION AND REGULATIONS REGARDING VOCATIONAL EDUCATION FOR LIMITED ENGLISH-SPEAKING STUDENTS

Vocational education has been charged with the responsibility to respond to the special needs of limited English-speaking populations through several important federal legislative actions and the issuance of recent federal regulations. Two mandates which most specifically address the responsibilities of vocational education are described below:

PUBLIC LAW 94-482 (THE VOCATIONAL AMENDMENTS OF 1976)

*Requires state advisory councils to have representation from school systems with large concentrations of persons who have special academic, social, economic, and cultural needs and persons "who have limited English-speaking ability"

*Requires annual and five-year state plans for vocational education to "set forth as precisely as possible the intended use of Federal funds...to meet the special needs of...persons of limited English-speaking ability"

*Includes the limited English-speaking among the groups classified as disadvantaged, enabling programs to use 20% set-aside monies to address the needs of the limited English-speaking

*Lists programs and services for the limited English-speaking as a priority area for vocational education research and exemplary and innovative program development

*Allocates funding for projects to "develop instructional materials and encourages research programs and demonstration programs to meet the critical shortage of instructional materials for bilingual vocational training programs."

GUIDELINES FOR ELIMINATING DISCRIMINATION AND DENIAL OF SERVICES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, AND HANDICAP (Office for Civil Rights, Department of Health, Education, and Welfare) March 31, 1979

*Cited discriminatory practices by vocational education programs toward specific groups of persons, which included "national origin minorities with limited proficiency in English"

*Set forth guidelines for elimination of discriminatory practices by vocational educational programs. All vocational programs receiving federal funding are now expected to comply with these regulations, which include the following:

1) All vocational programs may not restrict an applicant's admission to vocational education programs because the applicant is a member of a national origin minority and possesses limited English language skills.
2) Vocational programs found to be denying persons of limited English proficiency equal access to vocational education because of their limited language skills will be required to submit a remedial plan for elimination of discriminatory

practices.

3) Discriminatory practices against the limited English-speaking by vocational education programs include the following:
   - A) Denial of admission to program because of limited English language skills
   - B) Assignment of students to certain vocational programs solely on the basis of their limited English language skills
   - C) Lack of public notification and promotional materials of vocational program offerings in the language(s) of the limited English-speaking community.
   - D) Lack of inappropriate counseling means (interpreters) for communicating with national origin minority students with limited English proficiency.

IMPLICATIONS FOR KENTUCKY VOCATIONAL EDUCATION

Until recently in our state, a frequent reaction to these mandates and regulations regarding vocational education for the limited English-speaking was, "We don't have any of these persons residing in Kentucky. Therefore, these laws and regulations don't apply to our program." However, a recent statewide survey revealed that this is no longer the case. Over 2,200 persons of limited English proficiency have been identified as *already enrolled* in educational programs within Kentucky. Findings revealed the existence of limited English-speaking sub-populations in at least 43 Kentucky communities. (See map, page 1.) Educators in at least ten Kentucky communities also reported limited English speaking persons residing within their programs' jurisdictions but not being served by any educational program. One needs to at least triple the number of limited English-speakers already enrolled in programs to arrive at a number encompassing all non-English speakers in Kentucky.

Although a large percentage of the limited English proficient persons residing in Kentucky are eligible for vocational education (ages 16 and over), the survey revealed a very small number of non-English speaking students (45) enrolled in vocational programs during 1978. Regular English as a second language (ESL) programs, provided through adult education and public schools (in some cases), are usually not designed to expediently prepare these students for job placement. The time has come for more vocational education programs in Kentucky to offer appropriate instruction to our state's limited English-proficient population who are desirous of vocational training in order to become productive American citizens.

This new responsibility poses several problems which are immediately apparent. Working with students of limited English proficiency requires special materials and expertise which vocational programs and staff may not possess. In response to this need, the Kentucky Bureau of Vocational Education has provided funding to the Center for Career and Vocational Teacher Education at Western Kentucky University to carry out the following functions:

*To provide technical assistance to Kentucky vocational programs enrolling students with limited English proficiency

*To provide a free loan service of vocational ESL materials appropriate for limited English speakers

*To increase awareness of Kentucky vocational educators of the need for service to limited English-proficient populations

*To conduct research on vocational education for students with limited English proficiency.

1/80/350/CCVTE—The cost of printing this publication by Western Kentucky University was paid from state funds KRS 57.375.

All services available through the Western Kentucky University project are available at no charge to any state vocational technical school or area vocational education center. Vocational educators interested in any of the above services are encouraged to contact the project director:

Susan Adams, Project Director
Center for Career and Vocational Teacher Education
403 College of Education Building
Western Kentucky University
Bowling Green, Kentucky 42101
Phone: (502) 745-3441

RESOURCES USED IN DEVELOPING THIS BROCHURE

Adams, Susan B. and Taylor, Stephaine P. *Limited English-Speaking Program in Kentucky: An Assessment of Needs, Programs and Instructional Resources.* Bowling Green, Kentucky: The Center for Career and Vocational Teacher Education, Western Kentucky University, in cooperation with State Department of Education, Bureau of Vocational Education, Frankfort, Kentucky, 1978.

Casso, Henry J. *Bilingual/Bicultural Education and Teacher Training.* Washington, D.C.: National Education Association, 1976.

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WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

**Center for Career and
Vocational Teacher Education**

Dear Fellow Vocational Educator:

As you know, equal access for all students is a major priority for vocational education. Increasing numbers of Kentucky vocational programs are being faced with the challenge of providing equitable vocational education for students who speak little or no English.

A major goal of this project, funded by the State Bureau of Vocational Education, is to assist vocational educators in responding to the special needs of the limited English proficient (LEP) student. We are assisting program personnel across the state in acquiring supplemental funds (for tutors, special curriculum, etc.) plus providing help in designing and implementing special instructional programs for LEP students. These programs can be designed to serve only one LEP student or several LEP students, whatever the needs of your program dictate.

Enclosed is a brochure which explains the rationale and national mandates which underlie our project. Please take a few minutes to examine this information. If you feel we can be of any assistance to your program in the area of service to LEP populations, please contact me by mail or phone (502/745-3441). I will be happy to serve your program through provision of technical assistance, free curriculum material loan services, or other information services you may need.

Sincerely,

Susan B. Adams

Susan B. Adams
Project Director

bb

Enclosure

APPENDIX D

Letter to Learning Center Coordinators

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

Center for Career and
Vocational Teacher Education

Dear Learning Center Coordinator:

In case you are not familiar with our project here at Western Kentucky University, permit me to briefly explain who I am and what the contents of this packet are for. Our Center for Career and Vocational Teacher Education at WKU has received funds through the Kentucky Bureau of Vocational Education to provide resources and technical assistance to vocational educators of students with limited English proficiency. The term "limited English proficiency" is used to describe students whose primary language is one other than English, such as Vietnamese, Spanish, etc. The resources which our project provides include the following:

1) Free material loan service (see enclosed list)
2) Free newsletter service -- provides news of in-state training, program models, teaching tips, and other news relating to this area of instruction

If you are interested in borrowing materials available through our project, either send me a list of the materials you would like us to mail to you or call me at 502/745-3441.

If you would like to receive our free newsletter, I have enclosed a form which you may return to me so that your name will be placed on our mailing list. The newsletter is sent out quarterly, and our next issue will be mailed to you in January.

Another component of our project this year which we are particularly excited about is our technical assistance capability. Any Kentucky vocational program enrolling students with limited English proficiency may request this free service. Upon receival of this request, we will contact you to schedule a convenient time that we can come to your vocational program and meet with you. This meeting can involve discussion of whatever needs you may have in working with your student(s) of limited English proficiency. Possible topics might include selection of appropriate supplementary curriculum materials, procedures for applying for supplemental funds, and/or assessing student needs and abilities. These are only a few possibilities since the needs of each

Page Two

program will be different. If you like, we will provide and discuss recommendations for possible solutions to the needs you identify. However, you will not be obligated in any way to implement anything which we might recommend. All services provided through the project will be of a supportive nature rather than involving any program evaluation.

If you are working with students of limited English proficiency, I would like to encourage you and others in your program to avail yourself of any or all of the services provided through our project. We will be delighted to serve you in any way we possibly can.

Sincerely yours,

Susan B. Adams

Susan B. Adams
Project Director

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Enclosures

APPENDIX E

Interpretation Information for English Proficiency Test (EPT)

TABLE OF EQUIVALENCY SCORES* OF STUDENTS IN ADULT PROGRAM ESL[a] (revised March, 1978). Percent scores are in parentheses.

	On adult ESL tests				On college foreign student tests						On a native speaker test
	IOI[b] 50 item	IOI[b] 30 item	STEL[c] 50 item forms used listed below	EPT[d] 50 item forms used listed below	TOEFL[e]	MTELP[f]	ELI[f] aural	ELI[f] structure	CELT[g,i] listening	CELT[g,i] structure	RFU[h]
In Adult	Raw scores: T = 100.	Raw scores: T = 60.	Raw scores: T = 50.	Raw scores: T = 50.		Equated scores:					Grades:
Beginning levels 100	(0-24)		B1 or 2 0-19 (0-38)	A or B 0-19 (0-38)	Below 350 (College nil)						
200	(25-39)		20-29 (40-58)	20-29 (40-58)							
Intermediate levels 300	(40-59)	20-29 (33-48)	30-37 (60-74) Over 37 and I1 or 2 0-29 (0-58)	30-37 (60-74)	Below 425 (College Elementary)						2.9
400	(60-74)	30-39 (50-65)	30-37 (60-74)	Over 37 and G or H 0-19 (0-38)					(41)	(40)	3.5
Advanced levels 500	(75-100)	40-60 (67-100)	Over 37 and A1 or 2 0-19 (0-38)	20-29 (40-58)	Below 500 (College Intermediate)				(48)	(46)	
600			20-40 (40-80)	30-50 (60-100)		54	59	64	(53)	(56)	7.0
End of 600						64	67	76	(63)	(64)	
College Preparatory Completion						73	76	82			

---

*Scores are for the beginning of each semester or learning period.

[a] Median is used to show central tendencies when ranges of scores are not given.

[b] Donna Ilyin, *Ilyin Oral Interview* (Rowley, Mass.: Newbury House, 1976).

[c] Jeanette Best and Donna Ilyin, *STEL: Structure Tests, English Language* (Rowley, Mass.: Newbury House, 1976).

[d] Donna Ilyin, *EPT: English-Second-Language Placement Tests, 100-200-300, A and B* (San Francisco: San Francisco Community College District, 1971). Donna Ilyin, Jeanette Best, and Virginia Biagi, *EPT: English-Second-Language Placement Tests 400-500-600, G and H* (San Francisco: San Francisco Community College District, 1972).

[e] *TOEFL: Test of English as a Foreign Language* (Princeton: College Entrance Examination Board and Educational Testing Service).

[f] John Upshur, Leslie Palmer, and David Harris, *MTELP, Michigan Test of English Language Proficiency* (Ann Arbor: English Language Institute, 1961-1964). Paul W. Pillsbury, Randolph Thrasher, and John Upshur, *ELI English Achievement Series* (Ann Arbor: English Language Institute, 1963).

[g] David P. Harris and Leslie A. Palmer, *CELT: A Comprehensive English Language Test for Speakers of English as a Second Language* (New York: McGraw-Hill, 1971).

[h] Thelma Gwin Thurstone, *RFU: Reading for Understanding Placement Test*, Revised Edition (Chicago, Ill.: Science Research Associates, 1969).

[i] Mean used to show central tendencies.

ADULT EDUCATION ESL PROFICIENCY LEVELS USED IN THIS REPORT.

These descriptions are from the Instructional Master Plan for English As a Second Language (San Francisco Community College Center 1976). The condensation here was done by the English Learning Center, 534 Westlake Avenue North Seattle, Wa. 98109. FSI (Foreign Service Institute) rough equivalents have been added by Pardee Lowe Jr. from the Central Intelligence Agency.

ESL 100. (FSI S - $0/0^+$) Specifically designed for the absolute beginner. Students learn principles of language acquisition, basic structures and vocabulary. Oral production and listening comprehension are stressed. Basic literacy is developed. Course content revolves around basic communication necessary for interaction in an English-speaking environment.

ESL 200. (FSI S - $0^+/1$) Students review fundamentals of English and continue work on pronunciation, vocabulary expansion, and basic grammatical structures. Work on oral English is supplemented by an increased use of reading, composition, and listening comprehension exercises.

ESL 300. (FSI S - 1) Continued assimilation of basic grammar, phonetics and syntax. Students develop speaking, reading, listening, and writing fluency within limited contexts. Emphasis is on the development of a sense of structure, with more work on writing than at previous levels. A reading laboratory is used at this level to improve reading skills and build vocabulary. Students find entry level jobs.

ESL 400. (FSI S - $1/1^+$ - LICV - $1^+/2$) Students develop freer improvisations in conversation, increase their understanding of English spoken at normal speed, and improve reading speed and comprehension. Previous grammatical knowledge is fully assimilated through oral and written sentence production. Free composition is introduced. Students are in job training for up grading.

ESL 500. (FSI S- $1^+/2$)(CSCW - 2) Students learn to use more advanced grammatical structures and assimilate proper stress, intonation and rhythm of spoken American English. Use of idiomatic expressions and style variations is emphasized. Fluency is achieved in oral production and written compositions of paragraph length. Language preparation for future academic or vocational goals is intensified at this level. Students may take specialized "vocational English" classes dealing with the terminology of specific occupations or educational subjects.

ESL 600. (FSI S - $2/2^+$ LICV - $2^+/3$ CSCW - $2^+/3$) Students prepare for regular (non-ESL) academic and vocational classes or fluency within employment situations. Skills in taking notes, writing outlines, understanding lectures, composing business and personal letters writing paragraphs and essays are developed. Materials emphasize advanced (often technical) vocabulary, complex sentence structures, more conceptual levels of English, idioms and figurative expressions, and aspects of American culture. This course prepares students to take TOEFL and other college-entrance examinations.

APPENDIX F

Classroom Observation System Descriptors and Data Collection Form

Descriptors for Various Types of Student Behavior Used in Pupil Observation System

On task, passive	1. Student attention is focused upon assigned activity 2. Behavior marked by listening, reading or internalizing information 3. Non-verbal; reserved 4. Not actually performing any physical task or outwardly demonstrating physical performance of assignment, task 5. May be passively waiting his/her turn to ask teacher question 6. Receiving information from teacher or peers but exhibits minimal overt response to assistance 7. Minimal/no verbal interaction with peers or teachers 8. May appear hesitant or unsure of what he/she is to do
On task, active	1. Student exhibits productive, overt response to class assignment a. performance of assigned task b. concurrent reading of directions and performance of task 2. Ask questions 3. Volunteers information 4. Recitation or oral reading from texts 5. Demonstrates 6. Attempts to contribute to classroom activity 7. Raises hand; attempts to get teacher's attention 8. May be interacting with peers/teahcer in constructive manner 9. Actively looking up information or going through class materials 10. Preparing work area or getting materials together to start work

Off task, passive	1. Distracted 2. Attention wanders 3. Does not attempt to follow directions 4. Appears disinterested in classroom activities 5. Restless, but not disturbing others 6. Looking out window, into hallway, or off into space 7. Head on desk 8. Listless 9. Wanders around room without apparent purpose
Off task, disruptive (non-flagrant)	1. Student involved in activity not related to classroom activity which mildly disturbs or distracts others a. whispering b. giggling c. making jokes d. social conversation e. passing notes f. accidentally drops something or knocks something over
Off task, disruptive (flagrant)	1. Student deliberately exhibits behavior which disrupts others 2. Loud, boisterous behavior 3. Rude interjection of comments not related to class discussion 4. Disrespect to teacher/pupils 5. Pushes 6. Hits 7. Throws 8. Deliberate carelessness 9. Hazardous behavior

Descriptors for the Various Types of Classroom Focus and Organization Used in Pupil Observation System

Focus	Organization	
Teacher	Large group	Total class is involved as a unit in observing and/or listening to teacher.
Student	Large group	Total class is involved in singular activity. Teacher may play a participant or observer role. Entire class is involved with observing and/or listening to one or more students. Characterized by pupil interaction, demonstration, or presentations.
Pupil*	Large group	Pupil* is involved in a singular activity within a total group context. This is characterized by group-paced individual work.
Teacher	Small group	Part of class is broken up into a smaller group (two or more students); other students may also be in small groups or working on individual assignment. This small group is involved in observing and/or listening to the teacher.
Student	Small group	Two or more students are working together. Teacher may be participant or observer but is not focal point. Rest of class may be in groups or working individually. The other members of the group are observing and/or listening to a student. Marked by peer interaction and group-paced individual work.
Pupil*	Small group	Pupil* is involved in an activity within a small group. No teacher interaction. Marked by group-paced individual work.
Teacher	Individual	Teacher instruction, assistance are focused upon one student*, not interacting with rest of class. Student* is observing and/or listening to the teacher.

Focus	Organization	
Student	Individual	One or more members of class focused upon instructing or assisting one pupil*. The attention of the recipient pupil* is focused upon listening to and/or observing the pupil who is helping or instructing him/her.* Characterized by individually-paced work.
Pupil*	Individual	Pupil* is involved in an activity without assistance with teacher or other pupils. Activity not necessarily related to activities of others. Characterized by individually-paced work.

*Refers to pupil being observed.

CLASSROOM OBSERVATION FORM

L S I
☐☐☐

		ON TASK		OFF TASK			
	min	PAS	ACT	PAS	DSR-NF	DSR-F	Comments
	1						
	2						
	3						
	4						
	5						
one	6						
	7						
	8						
	9						
	10						
	11						
	12						

L S I
☐☐☐

		ON TASK		OFF TASK			
	min	PAS	ACT	PAS	DSR-NF	DSR-F	Comments
	1						
	2						
	3						
	4						
	5						
two	6						
	7						
	8						
	9						
	10						
	11						
	12						

L S I
☐☐☐

		ON TASK		OFF TASK			
	min	PAS	ACT	PAS	DSR-NF	DSR-F	Comments
	1						
	2						
	3						
	4						
	5						
three	6						
	7						
	8						
	9						
	10						
	11						
	12						

APPENDIX G

Pupil Observation Record Instrument and Glossary of Behavior Descriptors

Pupil Observation Record

Student ____

School ____

Observer __________________ Instructor __________________

Date ______________________ Time ______________________

1.	Apathetic	1	2	3	4	5	6	7	Alert
2.	Obstructive	1	2	3	4	5	6	7	Responsible
3.	Uncertain	1	2	3	4	5	6	7	Confident
4.	Dependent	1	2	3	4	5	6	7	Initiating

Remarks:

GLOSSARY OF TERMS USED

Pupil Observation Record

Pupil Behaviors

1. Apathetic-Alert Pupil Behavior

Apathetic	Alert
1. Listless; restless.	1. Work concentratedly.
2. Bored-acting; unwilling to respond.	2. Seem to respond eagerly.
3. Enter into activities half-heartedly.	3. Appear anxious to recite and participate.
4. Attention wanders.	4. Watch teacher attentively.
5. Slow in getting under way.	5. Prompt and ready to take part in activities when they begin.

2. Obstructive-Responsible Pupil Behavior

Obstructive	Responsible
1. Rude to one another and/or to teacher; engaged in name-calling and/or tattling.	1. Courteous, cooperative, friendly with each other and with teacher.
2. Interrupting; demanding attention; disturbing.	2. Orderly without specific directions from teacher.
3. Obstinate; sullen.	3. Complete assignments without complaining or unhappiness.
4. Refusal to participate; did not accept criticism.	4. Received help and criticism attentively.
5. Quarrelsome; irritable.	5. Controlled voices.
6. Unprepared	6. Prepared.
7. Did not want or request help.	7. Asked for help when needed.

3. Uncertain-Confident Pupil Behavior

Uncertain	Confident
1. Seem afraid to try; unsure.	1. Seem anxious to try new problems or activities.
2. Hesitant; restrained.	2. Undisturbed by mistake.
3. Appear embarrassed.	3. Volunteer to recite.
4. Frequent display of nervous habits, nail-biting, etc.	4. Appear relaxed.
5. Appear shy and timid.	5. Enter freely into activities.
6. Hesitant and/or stammering speech.	6. Speak with assurance.

4. Dependent-Initiating Pupil Behavior

Dependent	Initiating
1. Rely on teacher for explicit	1. Volunteer ideas and suggestions.
2. Show little ability to work things out for selves.	2. Showed resourcefulness.
3. Unable to proceed when initiative called for.	3. Take lead willingly.
4. Appear reluctant to take lead or to accept responsibility.	4. Assume responsibilities without evasion.

APPENDIX H

LEP Student Questionnaires (English and Other Primary Languages)

STUDENT
QUESTIONNAIRE

These are questions about you, your vocational training and your plans. Your answers will be used for a study of students whose first language is not English and who are in vocational schools. This study will help vocational teachers to better understand any special problems that you and these other students may have in vocational school.

Your name will not be used in our report. Please read each question carefully, and answer honestly. Thank you.

1. How long have you lived in the United States? ______________________

2. What is your U.S. residency status?

( ) U.S. citizen
( ) Student visa
( ) Permanent resident
( ) Refugee

	Never	Sometimes	Always
3. Do you speak English with your family?	( )	( )	( )
4. Do you speak English with your friends?	( )	( )	( )
5. Do you speak English at school?	( )	( )	( )

6. Please check (✓) all that are true about you:

( ) I work part-time.
( ) I work full-time.
( ) I go to school and do not work.
( ) My husband/wife works.
( ) I get money from the school.
( ) I get welfare money.
( ) I get money from my family.
( ) I get veterans' benefit money.

7. Please give the number of people living with you

____ Husband/Wife
____ Children (yours)
____ Parents
____ Relatives
____ Roommate
____ Others

8. Did you have any problems getting into this school?

( ) Yes
( ) No

PLEASE GO TO NEXT PAGE →

9. How many years have you studied English? ____________________

10. Are you studying English now?

( ) Yes
( ) No

11. Do you need to study English?

( ) Yes
( ) No

12. Check (✓) the kinds of English you would like more help with:

( ) Reading
( ) Speaking
( ) Understanding what other peop[illegible]y
( ) writing
( ) English about ____________________

13. How much do you understand what your teacher(s) say?

( ) Never
( ) Sometime
( ) Most of the time
( ) Always

14. How much do you understand what you read in class?

( ) Never
( ) Sometime
( ) Most of the time
( ) Always

15. Check (✓) how important these kinds of English are to you.

	Most Important	Important	Not Important
English for reading newspapers, magazines	( )	( )	( )
English to use in a job interview	( )	( )	( )
English I will need to use in my job	( )	( )	( )
English for understanding job safety rules	( )	( )	( )
English for emergencies (fire, doctor, police)	( )	( )	( )

PLEASE GO TO NEXT PAGE →

15. (Continued)

	Most Important	Important	Not Important
English for shopping and paying for things	☐	☐	☐
English for using the bank	☐	☐	☐
English for talking on the telephone	☐	☐	☐
English for understanding written material I use in my job	☐	☐	☐
English for reading job ads in the newspaper	☐	☐	☐
English for social talking	☐	☐	☐
English to help me pass the G.E.D. (High School Test)	☐	☐	☐
English to use in a restaurant	☐	☐	☐
English for buying a car	☐	☐	☐
English for buying or renting a house	☐	☐	☐
English for getting a driver's license	☐	☐	☐

16. Have you ever studied ______________________________ before coming to this school?

☐ Yes
☐ No

17. When you first came to this school, did you want to study ______________________________?

☐ Yes
☐ No

PLEASE GO TO NEXT PAGE →

18. Do you plan to finish this training?

( ) Yes
( ) No

19. Do you plan to get a job in ______________________________?

( ) Yes
( ) No

20. Do you think your English is good enough to get a ________________ job when you finish school?

( ) Yes
( ) No

[illegible]

[illegible]

यह सवाल आपके बारे में, आपकी शिक्षा और आपकी योजना के बारे में है। आपके उत्तर [illegible] रखे [illegible] इन सवालों के उत्तर के लिये [illegible] [illegible] [illegible] नहीं हैं और [illegible] हैं और आपके अधिकारियों की सहायता [illegible]

आपको [illegible] [illegible] नहीं [illegible] [illegible]। हर सवाल सावधानी से पढ़ें और इमानदारी से उत्तर दें।

. आप [illegible] [illegible] [illegible] [illegible] ______

. [illegible] [illegible] [illegible] [illegible]
( ) [illegible]
( ) [illegible] ([illegible])
( ) [illegible]
( ) [illegible]

	कभी नहीं	कभी कभी	हमेशा
आप परिवार के साथ [illegible] [illegible] हैं।	( )	( )	( )
आप मित्रों के साथ [illegible] [illegible] हैं।	( )	( )	( )
आप स्कूल के [illegible] [illegible] हैं।	( )	( )	( )

जो आपके बारे में [illegible] है उस पर निशान दें:
( ) मैं पूरा [illegible] काम नहीं करता.
( ) मैं पूरा [illegible] काम कर रहा हूं.
( ) मैं स्कूल जाता हूं और काम नहीं करता।
( ) मेरे पति / पत्नी काम करते हैं।
( ) स्कूल से [illegible] [illegible] हैं।
( ) मैं [illegible] [illegible] [illegible]
( ) मैं अपने परिवार के [illegible] [illegible] हूं।

7. आपने ज्ञान [illegible] प्राप्त किया है –

——— स्कूल पढ़कर

——— टीचर ([illegible])

——— माँ / बाप

——— रिश्तेदार

——— दोस्त

——— और कोई

8. आपको अंग्रेज़ी समझने बोलने में कोई तकलीफ़ होती है ?

( ) हाँ

( ) नहीं

9. आपको अंग्रेज़ी के कितने शब्द लिखना आते हैं ———

10. क्या आपके घर वाले अंग्रेज़ी पढ़ रहे हैं ?

( ) हाँ

( ) नहीं

11. क्या आपको अंग्रेज़ी पढ़ने की ज़रूरत है ?

( ) हाँ

( ) नहीं

12. आपको किसी अंग्रेज़ी में मदद चाहिये ?

( ) पढ़ाई में

( ) बोलने में

( ) दूसरे लोगों को समझाने में ?

( ) लिखाई

( ) और किस बात में ———

आप अपने संविधान को कितना समझते हैं

( ) कभी नहीं
( ) कभी कभी
( ) तकरीबन हर वक्त
( ) हमेशा

जो आप कानून के पढ़ते है कितना समझते हैं

( ) कभी नहीं
( ) कभी कभी
( ) तकरीबन हर वक्त
( ) हमेशा

जो आपके लिए जरूरी है उस पर निशान दें

	बहुत जरूरी	जरूरी	जरूरी नहीं
अंग्रेजी अखबार और रिसाले	( )	( )	( )
अंग्रेजी नौकरी पाने के लिए	( )	( )	( )
अंग्रेजी को अपनी बोली से [illegible]	( )	( )	( )
नौकरी से संबंधित कानून जानने के लिए	( )	( )	( )
पुलिस से (थाना, हवालात पुलिस)	( )	( )	( )

	बहुत ज़रूरी	ज़रूरी	ज़रूरी न
वस्तु खरीदने और दाम देने के लिये	( )	( )	(
बैंक के इस्तेमाल के लिये	( )	( )	(
रेलगाड़ियों से आना जाना के लिये	( )	( )	(
नौकरी के लिखित पत्र पढ़ने के लिये	( )	( )	(
इश्तहार से नौकरी के [illegible] पढ़ने के लिये	( )	( )	(
[illegible] के लिये	( )	( )	(
[illegible]	( )	( )	(
आकाशवाणी के इस्तेमाल के लिये	( )	( )	(
मोटर कार खरीदने के लिये	( )	( )	(
घर खरीदने या किराए पर लेने के लिये	( )	( )	(
गाड़ी चलाने के कागज़ लेने के लिये	( )	( )	(

क्या आपने इस स्कूल में आने से पहले ——————
पढ़ा

( ) हाँ
( ) नहीं

जब आप इस स्कूल में पहली बार आये क्या आप विद्या प्राप्त करना चाहते थे।

( ) हाँ
( ) नहीं

क्या आप पढ़ाई तालीम खतम करने का ख्याल रखते हैं

( ) हाँ
( ) नहीं

क्या आप कोई नोकरी करने का ख्याल रखते हैं

( ) हाँ
( ) नहीं

क्या आप सोचते हैं स्कूल खतम करने के बाद आपके अवसर बहुत हैं कि आपको नोकरी मिल जायेगी।

( ) हाँ
( ) नहीं

Sầu đấy là những cầu hỏi mà chúng tôi đặt ra để hiểu biết hơn, về bạn, về khả-năng học hành và làm việc của bạn, về những khóa huấn-luyện chuyên-môn mà bạn có thể đã tham-dự và về những dự-tính tương-lai của bạn. Những cầu hỏi này và những cầu trả lời của bạn được dùng với mục-đích giúp cho các giáo sư của trường huấn-nghề chúng tôi hiểu biết hơn về những khó-khăn mà bạn, cũng như các học sinh ngoại quốc khác, sẽ phải gặp trong thời gian học tập ở trường này.

Tên bạn sẽ không bị dùng vào bất cứ một khai báo nào. Xin đọc kỹ từng câu hỏi và trả lời thành-thật theo những gì bạn biết. Cám ơn.

1. Bạn đã sống trên đất Hoa-Kỳ được bao lâu? _______năm _______tháng

2. Bạn sống trên đất Hoa-Kỳ với cương vị:

______ một công-dân Hoa-Kỳ
______ một du học sinh
______ một thường ~~dân~~ trú (có thể thông hành như một người dân nhưng chưa phải là công-dân)
______ một người tỵ-nạn

3. Bạn có dùng tiếng Mỹ trong gia-đình bạn không?
______ không bao giờ
______ chút ít
______ luôn luôn

4. Bạn có dùng tiếng Mỹ khi nói chuyện với bạn bè không?

______ không bao giờ
______ chút ít
______ luôn luôn

5. Bạn có dùng tiếng Mỹ ở trường học không?

______ không bao giờ
______ chút ít
______ luôn luôn

6. Xin đánh dấu những câu nào đúng về chính bạn

______ tôi làm việc dưới 40 giờ một tuần
______ tôi làm việc 40 giờ một tuần hoặc hơn
______ tôi chỉ đi học, không đi làm
______ chồng/vợ tôi đi làm
______ trường cho tôi học bổng
______ tôi nhận tiền học nơi chính-phủ trung ương dành cho người nghèo
______ gia-đình tôi đóng tiền học cho tôi
______ tôi nhận tiền cựu-chiến-binh

TIẾP TRANG SAU

7. Xin điền số người sống chung với bạn hiện giờ

______ chồng/ vợ
______ con
______ cha mẹ
______ họ hàng
______ bạn bè
______ người khác

8. Bạn có gặp khó khăn khi xin học ở trường này không?

______ có
______ không

9. Bạn học tiếng Mỹ được bao lâu? ______ năm ______ tháng

10. Hiện giờ bạn có đang theo học tiếng Mỹ không?

______ có
______ không

11. Bạn có nghĩ rằng bạn cần học thêm tiếng Mỹ không?

______ có
______ không

12. Xin đánh dấu những phương-tiện sau đây mà bạn nghĩ rằng cần thiết cho bạn để giúp bạn hơn về việc học tiếng Mỹ

______ đọc
______ nói
______ hiểu những gì người khác nói
______ viết
______ tiếng chuyên môn của ngành ______

13. Bạn có hiểu những gì giáo sư giảng trong lớp không?

______ hoàn toàn không hiểu
______ hiểu chút ít
______ hiểu khá nhiều
______ hiểu hết

14. Bạn có hiểu những gì bạn đọc trong lớp không?

______ hoàn toàn không hiểu
______ hiểu chút ít
______ hiểu khá nhiều
______ hiểu hết

15. Xin đánh dấu những câu bạn nghĩ rằng quan-trọng đối với bạn

(QT : quan trọng)

	QT nhất	khá QT	không QT
Tiếng Mỹ để đọc sách báo	______	______	______

TIẾP TRANG SAU

15. (tiếp theo)

	QT nhất	khá QT	không QT
Tiếng Mỹ để dùng khi xin việc	______	______	______
Tiếng Mỹ bạn cần dùng khi làm việc	______	______	______
Tiếng Mỹ cần thiết để hiểu biết về luật bảo vệ an ninh	______	______	______
Tiếng Mỹ dùng trong lúc khẩn-cấp	______	______	______
Tiếng Mỹ dùng khi mua bán	______	______	______
Tiếng Mỹ dùng trong nhà băng (ngân-hàng)	______	______	______
Tiếng Mỹ dùng để nói chuyện điện-thoại	______	______	______
Tiếng Mỹ cần thiết để hiểu những văn-tự dùng trong nghề-nghiệp	______	______	______
Tiếng Mỹ để đọc bố-cáo tìm việc làm	______	______	______
Tiếng Mỹ dùng thông thường	______	______	______
Tiếng Mỹ cần để học thi G.E.D. (1)	______	______	______
Tiếng Mỹ dùng trong nhà hàng ăn	______	______	______
Tiếng Mỹ dùng để mua bán xe hơi	______	______	______
Tiếng Mỹ dùng để mua hoặc mướn nhà	______	______	______
Tiếng Mỹ dùng để học thi lái xe	______	______	______

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(1) G.E.D. là một bài thi tổng quát tương đương với chương trình Trung Học dành cho những người có trình độ Trung Học nhưng không có bằng cấp để chứng minh.

TIẾP TRANG SAU

16. Bạn đã có học ngành ____________________ trước khi đến trường này chưa?

_____ có
_____ không

17. Khi bạn mới vào trường này, bạn có nghĩ đến học ngành ____________________ không?

_____ có
_____ không

18. Bạn có nghĩ rằng bạn sẽ học cho xong khóa huấn nghệ này không?

_____ có
_____ không

19. Bạn có tính chuyện tìm một việc làm thuộc ngành ______________ không?

_____ có
_____ không

20. Bạn có nghĩ rằng bạn sẽ có đủ khả-năng Anh văn để tìm một việc làm thuộc ngành ______________________ sau khi ra trường không?

_____ có
_____ không

ຄຳຖາມ
ຂອງນັກຮຽນ

ຄຳຖາມເຫຼົ່ານີ້ກ່ຽວກັບທ່ານ, ການອົບຮົມຮ່ຳຮຽນວິຊາຊີບ ແລະແຜນການຂອງທ່ານ. ຄຳຕອບຂອງທ່ານຈະໄດ້ນຳໄປໃຊ້ເປັນເຄື່ອງ ໃຫ້ແກ່ການຮ່ຳຮຽນຂອງນັກຮຽນທັງຫລາຍເພື່ອທີ່ພາສາແມ່ບໍ່ແມ່ນພາສາ ອັງກິດ ແລະເປັນຜູ້ທີ່ຮຽນຢູ່ໃນໂຮງຮຽນວິຊາຊີບ. ການສຶກສານີ້ຈະໄດ້ ຊ່ວຍໃຫ້ຄູສອນວິຊາຊີບເຂົ້າໃຈໄດ້ດີຂຶ້ນ ຕໍ່ບັນຫາພິເສດຕ່າງໆທີ່ ທ່ານ ແລະນັກຮຽນຄົນອື່ນໆ ອາດຈະປະສົບໃນຂະນະທີ່ຮຽນຢູ່ໃນໂຮງຮຽນ ວິຊາຊີບ.

ຊື່ຂອງທ່ານຈະ ບໍ່ ໄດ້ນຳກ່າວໃນລາຍງານ. ກະລຸນາອ່ານແຕ່ລະ ຄຳຖາມຢ່າງລະອຽດ ແລະຕອບໃຫ້ຖືກຕ້ອງຕາມຄວາມເປັນຈິງ. ຂໍຂອບໃຈ ພວກທ່ານດ້ວຍ.

1. ທ່ານໄດ້ມາຢູ່ສະຫະລັດເປັນເວລານານເທົ່າໃດ?
2. ທ່ານຢູ່ໃນສະຫະລັດອາເມຣິກາໃນຖານະແບບໃດ?
   ( ) ເປັນຄົນສັນຊາດອາເມຣິກາ.
   ( ) ເຂົ້າມາແບບນັກສຶກສາ.
   ( ) ມີຖິ່ນຖານຢູ່ຖາວອນ.
   ( ) ເປັນອົບພະຍົບ.

	ບໍ່ເຄີຍ	ບາງຄັ້ງ	ສ
3. ທ່ານປາກພາສາອັງກິດກັບຄອບຄົວຂອງທ່ານບໍ່?	( )	( )	(
4. ທ່ານປາກພາສາອັງກິດກັບເພື່ອນຂອງທ່ານບໍ່?	( )	( )	(
5. ທ່ານປາກພາສາອັງກິດຢູ່ໃນໂຮງຮຽນບໍ່?	( )	( )	(

6. ກະລຸນາໃສ່ເຄື່ອງໝາຍ (✓)
   ( ) ຂ້າພະເຈົ້າທຳງານເຄິ່ງເວລາ.
   ( ) ຂ້າພະເຈົ້າທຳງານເຕັມເວລາ.
   ( ) ຂ້າພະເຈົ້າຢູ່ໂຮງຮຽນ ແລະບໍ່ໄດ້ທຳງານ.
   ( ) ຜົວ/ເມຍຂອງຂ້າພະເຈົ້າທຳງານ.
   ( ) ຂ້າພະເຈົ້າໄດ້ຮັບເງິນຈາກໂຮງຮຽນ.
   ( ) ຂ້າພະເຈົ້າໄດ້ຮັບເງິນຈາກສົງເຄາະ.
   ( ) ຂ້າພະເຈົ້າໄດ້ຮັບເງິນຈາກຄອບຄົວ.
   ( ) ຂ້າພະເຈົ້າໄດ້ຮັບເງິນຈາກການເປັນນັກຮົບເກົ່າ.

(ຕໍ່)

7. ກະລຸນາຂຽນຈຳນວນຄົນທີ່ອາໃສຢູ່ນຳທ່ານ.
____ ຜົວ / ເມັຍ
____ ລູກໆ (ຂອງທ່ານ)
____ ພໍ່ແມ່
____ ຍາດພີ່ນ້ອງ
____ ເພື່ອນຮ່ວມຫ້ອງ
____ ຄົນອື່ນໆ

8. ທ່ານໄດ້ມີບັນຫາແນວໃດບໍ່ ໃນການເຂົ້າໂຮງຮຽນນີ້?
( ) ມີ
( ) ບໍ່ມີ

9. ທ່ານຮຽນພາສາອັງກິດມາໄດ້ຈັກປີ? ________________

10. ທ່ານກຳລັງຮຽນພາສາອັງກິດຢູ່ບໍ່ ປະຈຸບັນນີ້?
( ) ຮຽນ
( ) ບໍ່ໄດ້ຮຽນ

11. ທ່ານຕ້ອງການຈະຮຽນພາສາອັງກິດບໍ່?
( ) ຕ້ອງການ
( ) ບໍ່ຕ້ອງການ

12. ໃຫ້ເຄື່ອງໝາຍ (✓) ໃສ່ຂໍ້ໃດທີ່ທ່ານເຫັນວ່າຕ້ອງການຮັບຄວາມຊ່ວຍເຫຼືອຂ້າງລຸ່ມນີ້.
( ) ການງານ
( ) ການປາກ.
( ) ການເຂົ້າໃຈຄົນອື່ນເວົ້າມາແນວໃດ.
( ) ການຂຽນ
( ) ພາສາອັງກິດທົ່ວໄປ ____________

13. ທ່ານເຂົ້າໃຈນາຍຄູຂອງທ່ານເວົ້າໄດ້ເທົ່າໃດ?
( ) ບໍ່ເຂົ້າໃຈຈັກເລີຍ
( ) ເຂົ້າໃຈບາງຄັ້ງ
( ) ເຂົ້າໃຈສ່ວນຫລາຍ
( ) ເຂົ້າໃຈທັງໝົດ

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14. ທ່ານເຂົ້າໃຈເນື້ອເວລາອ່ານປຶ້ມໃນຫ້ອງຮຽນແຄ່ໃດ?
( ) ບໍ່ເຂົ້າໃຈເລີຍ
( ) ເຂົ້າໃຈບາງຄັ້ງ
( ) ເຂົ້າໃຈສ່ວນຫລາຍ
( ) ເຂົ້າໃຈທັງໝົດ

15. ໃສ່ເຄື່ອງໝາຍ (✓) ຊີ້ບອກຂອງພາສາອັງກິດທີ່ໃຊ້ມີສຳຄັນຕໍ່ທ່ານ.

	ສຳຄັນສຸດ	ສຳຄັນ	ບໍ່ສຳຄັ
- ພາສາອັງກິດສຳລັບການອ່ານ ໜັງສືພິມ, ປຶ້ມສ່ວນປະຈຳວັນ ແກ່ກົດ ໜັງສືປະຈຳເດືອນ	( )	( )	(
- ພາສາອັງກິດສຳລັບໃຊ້ໃນການ ສຳພາດວຽກງານ.	( )	( )	(
- ພາສາອັງກິດທີ່ຂ້າພະເຈົ້າຈະຕ້ອງການໃຊ້ ໃນວຽກງານຂອງຂ້າພະເຈົ້າ	( )	( )	(
- ພາສາອັງກິດສຳລັບຄວາມເຂົ້າໃຈທີ່ວຽກງານ ຄວາມເຂົ້າໃຈຄວາມປອດໄພກ່ຽວກັບງານ	( )	( )	( )
- ພາສາອັງກິດກ່ຽວກັບຍາມສຸກເສີນ (ໄຟໄໝ້, ໄປຫາທ່ານໝໍ, ຕຳຣວດ)	( )	( )	(
- ພາສາອັງກິດກ່ຽວກັບການໄປຊື້ເຄື່ອງຂອງ ແລະ ການຈ່າຍຄ່າສິ່ງຂອງ	( )	( )	(
- ພາສາອັງກິດສຳລັບການໃຊ້ ໃນທະນະຄານ	( )	( )	(
- ພາສາອັງກິດສຳລັບປາກເວົ້າ ນຳໂທລະສັບ	( )	( )	(
- ພາສາອັງກິດສຳລັບການເຂົ້າໃຈຈັກເຄື່ອງ ອຸປະກອນທີ່ຂ້າພະເຈົ້າຈະເອົາໄປໃຊ້ ໃນວຽກງານ	( )	( )	(
- ພາສາອັງກິດສຳລັບເວົ້າໃນຊຸມນຸມ ຊົນທົ່ວໄປ	( )	( )	(
- ພາສາອັງກິດຊ່ວຍຂ້າພະເຈົ້າໃຫ້ເສັງ ໄດ້ ຈີ.ອີ.ດີ (ການຈົບມັດທະຍົມ ~~ພາ~~ ປາຍ)	( )	( )	(

(ຕໍ່)

	ສຳຄັນສຸດ	ສຳຄັນ	ບໍ່ສຳຄັນ
- ພາສາອັງກິດ ສຳລັບເອົາໄປໃຊ້ໃນຮ້ານອາຫານ	( )	( )	( )
- ພາສາອັງກິດ ສຳລັບໃຊ້ໃນການຊື້ຣົດ	( )	( )	( )
- ພາສາອັງກິດ ສຳລັບໃຊ້ໃນການຊື້ ຫລື ເຊົ່າ ເຮືອນ	( )	( )	( )
- ພາສາອັງກິດ ສຳລັບໃຊ້ໃນການເຮັດໃບຂັບຂີ່	( )	( )	( )

16. ທ່ານເຄີຍໄດ້ຮຽນ ______________ ກ່ອນການມາເຂົ້າຢູ່ໃນ ໂຮງຮຽນນີ້?
( ) ເຄີຍຮຽນມາ
( ) ບໍ່ເຄີຍຮຽນມາ

17. ເມື່ອທ່ານໄດ້ມາເຂົ້າໂຮງຮຽນນີ້ຄັ້ງແຣກ, ທ່ານໄດ້ຕ້ອງການຮຽນ ______________?
( ) ຕ້ອງການ
( ) ບໍ່ຕ້ອງການ

18. ທ່ານມີແຜນທີ່ຈະຮຽນໃຫ້ຈົບການຮຽນບໍ່?
( ) ໃຫ້ສຳເລັດ
( ) ບໍ່ໃຫ້ສຳເລັດ

19. ທ່ານມີແຜນທີ່ຈະຫາງານຢູ່ໃນ ______________
( ) ຈະຫາ
( ) ຈະບໍ່ຫາ

20. ທ່ານຄິດວ່າພາສາອັງກິດຂອງທ່ານດີພໍທີ່ຈະໄດ້ຮັບ ______________ ງານ ເມື່ອທ່ານສຳເລັດຈາກໂຮງຮຽນ.
( ) ຄິດວ່າ
( ) ບໍ່ຄິດວ່າ

СТУДЕНЧЕСКИЙ

[illegible]

Этот опрос касается [illegible], [illegible] профессиональное обучение [illegible]. Ваши ответы будут употреблены для исследования студентов не говорящих свободно по-английийский и которые в профессиональнах школах. Это исследование поможет профессиональнам учителям лучше понять проблемы которые вы и другие студенты можете испытывать в профессиональной школе.

Ваше имя не будет в нашем докладе. Пожалуйста прочитайте внимательно и отвечайте честно. Спасибо.

1. Сколько времени вы живёте в США ? ______________________

2. Ваш статус ?

( ) гражданин/ка США
( ) студенческая виза
( ) постоянный житель
( ) эмигрант

	никогда	иногда	всегда
3. Вы говорите по-английски с семьёй ?	( )	( )	( )
4. Вы говорите по-английски с друзьями ?	( )	( )	( )
5. Вы говорите по-английски в школе ?	( )	( )	( )

6. Поставьте галочку (✓) когда нужно.

( ) Я работаю часть дня.
( ) Я работаю весь денть.
( ) Я студент и не работаю.
( ) муж/жена работает.
( ) Я получаю деньги от школы.
( ) Я получаю деньги от правительства.
( ) Я получаю деньги от семьи.
( ) Я получаю деньги как ветеран.

7. Сколько человек с вами живёт ?

____ Муж
____ Дети (ваши)
____ Родители
____ Родственники
____ Сожитель
____ Другие

8. Вам было трудно попасть в эту школу ?

( ) Да
( ) Нет

СЛЕДУЮЩАЯ СТРАНИЦА

9. Сколько лет вы изучаете английский язык ? ________________

10. Вы изучаете английский теперь ?

( ) Да
( ) Нет

11. Вам нужно изучать английский ?

( ) Да
( ) Нет

12. Что вам больше поможет ? Поставьте галочку (✓).

( ) Читать
( ) Говорить
( ) Понимать что другие говорят
( ) Писать
( ) Английский о ________________

13. На сколько вы понимаете, что учитель говорит ?

( ) Никогда
( ) Иногда
( ) Почти всегда
( ) Всегда

14. На сколько вы понимаете, что вы читаете в классе ?

( ) Никогда
( ) Иногда
( ) Почти всегда
( ) Всегда

15. Поставьте галочку (✓) где вам более важно знать английский язык.

	Очень Важно	Важно	Не Важно
Чтобы читать газеты и журналы	( )	( )	( )
Для интервью на работу	( )	( )	( )
Чтобы понимать правила безопасности на работе	( )	( )	( )
Для непредвиденных случаев (пожар, доктор, полиция)	( )	( )	( )

СЛЕДУЮЩАЯ СТРАНИЦА

	Очень важно	Важно	Не важно
Чтобы покупать и платить	( )	( )	( )
Чтобы употреблять в банке	( )	( )	( )
Чтобы разговаривать по-телефону	( )	( )	( )
Чтобы понимать то, что написано на службе	( )	( )	( )
Чтобы читать объявления в газетах	( )	( )	( )
Чтобы разговаривать с людьми	( )	( )	( )
Чтобы сдать экзамен в среднюю школу (Г.Е.Д.)	( )	( )	( )
Чтобы заказывать в ресторане	( )	( )	( )
Чтобы купить машину	( )	( )	( )
Чтобы купить или нанять дом	( )	( )	( )
Чтобы получить водительские права	( )	( )	( )

16. Вы когда нибудь изучали ______________________, до того как вы поступили в эту школу ?

( ) Да
( ) Нет

17. Когда вы сперва пришли в эту школу, вы хотели заниматься ______________________ ?

( ) Да
( ) Нет

СЛЕДУЮЩАЯ СТРАНИЦА

18. Вы намерены кончить это обучение ?

( ) Да
( ) Нет

19. Вы намерены получит работу в ____________________?

( ) Да
( ) Нет

20. Вы думаете что вы достаточно будете владеть английским языком чтобы получить ____________________ работу, когда вы окончите школу ?

( ) Да
( ) Нет

APPENDIX I

Vocational Teacher Questionnaire - Student-Specific

Limited English - Speaking
Student Information Sheet
(Teacher Form)

The following are specific questions about your perspectives of ______________________'s performance in your class and his/her needs. Please read each question carefully and answer each item as accurately as possible. This information will be used as part of a study of limited English speaking students in Kentucky vocational education programs. The study is being conducted by Western Kentucky University through funding from the State Bureau of Vocational Education. Thank you for your cooperation and assistance.

I. How long has ______________________ been enrolled in this program? ____________ (months)

II. Where, as part of the total class, would you rank ______________________'s level of achievement? (CHECK ONE ANSWER:)

__ 1) Top 25%
__ 2) Middle 50%
__ 3) Bottom 25%

III. To what degree does ______________________'s English proficiency interfere with his/her performance in your class? (CHECK ONE ANSWER:)

__ 1) A great deal
__ 2) Somewhat
__ 3) Not at all

IV. Do you feel that ______________________ would benefit from special tutoring to upgrade his/her English skills? (CHECK ONE ANSWER:)

__ 1) No, this student does not need special English tutoring
__ 2) Yes, this student would benefit from special English tutoring
__ 3) I am not sure whether or not this student would benefit from special English tutoring
__ 4) He/she is already receiving English tutoring

V. Based upon your observations, with what English skills does ______________________ have the most trouble? (CHECK ALL WHICH APPLY:)

__ 1) Speaking English
__ 2) Reading English
__ 3) Understanding what others say
__ 4) Writing English
__ 5) Comprehending vocational/technical terminology
__ 6) This student has little or no trouble with any English skills.

VI. Do you feel that this student would agree to receive special English tutoring? (CHECK ONE ANSWER:)

___ Yes
___ No
___ Not sure
___ He/she is already receiving special English tutoring

VII. What type of English skills, in your opinion, are the most vital to this student right now? Number in order of importance, as follows:

1 - Most important
2 - Second most important
3 - Third most important
4 - Fourth most important
5 - Fifth most important

___ Job-specific English (English the student needs to function in the vocational class and on his job)
___ Conversational English (for social interaction)
___ "Survival" English (for emergencies, shopping, using the phone, everyday situations)
___ "Job survival" English (job interview skills, filling out employment applications, social security applications, driver's license, reading want-ads)
___ Other English skills (if applicable) -- Please describe: ______________________________

VIII. Please rate ______________________'s classroom behavior as it compares to the "regular" students in his/her class. CIRCLE the number which BEST reflects your opinion on EACH behavior:

	More than others	About the same as others	Less than others
1. Comprehension of vocational concepts	3	2	1
2. Level of interest.	3	2	1
3. Ability to communicate with others	3	2	1
4. Good relations with other students	3	2	1
5. Good attendance.	3	2	1
6. Level of motivation.	3	2	1
7. Level of classroom interaction	3	2	1

	More than others	About the same as others	Less than others
8. Understands classroom instruction	3	2	1
9. Requires individual help	3	2	1
10. Easily frustrated, gives up	3	2	1
11. Positive attitude	3	2	1
12. Classroom achievement	3	2	1
13. Defensive attitude	3	2	1
14. Discipline problem	3	2	1
15. Self-assured behavior	3	2	1
16. Shy, isolated behavior	3	2	1
17. Dependability	3	2	1
18. Understands written information	3	2	1
19. Basic writing skills	3	2	1
20. Basic speaking skills	3	2	1
21. Works as team member	3	2	1
22. Punctuality	3	2	1
23. Leadership	3	2	1
24. Neat and clean in appearance	3	2	1
25. Makes independent decisions	3	2	1
26. Uses initiative and imagination	3	2	1

	More than others	About the same as others	Less than others
27. Basic arithmetic skills	3	2	1
28. Knows what is expected	3	2	1
29. Knows how to use materials and equipment	3	2	1
30. Locates information	3	2	1
31. Follows instructions	3	2	1
32. Works without close supervision	3	2	1
33. Works under pressure	3	2	1
34. Adjusts to classroom situations	3	2	1
35. Manages time and materials effectively	3	2	1
36. Follows safety regulations	3	2	1

IX. Other comments or recommendations you would like to express regarding this student, if you so desire:

APPENDIX J

Vocational Teacher Questionnaire
General

Teacher Opinionnaire
Study of LEP Students in Vocational Education
conducted by
Western Kentucky University
through funding from
State Bureau of Vocational Education

Purpose: For this study of limited English proficient (LEP) students in Kentucky vocational education programs, information and opinions from instructors who have actually been working with these students is vital. Since you have had one or more LEP students in your class this year, your input will be very valuable to this effort. This study will provide valuable information and insight to educators at the state and local level in regard to occupational and language training of the LEP student. Please read each question carefully and respond honestly. Your replies will be confidential and reported anonymously. Thank you for your help.

I. What special services or resources are presently available for LEP students in your vocational program? (CHECK ALL WHICH APPLY:)

☐ No special services or resources are available for LEP students.

☐ Special English tutoring for LEP students

☐ Bilingual interpreter(s) (persons who speak student's native language and English) to assist the LEP student with communication and understanding others

☐ Special vocational curriculum materials for use by LEP students

☐ Others (please list:) ______________________________

____

II. What services and/or resources do you feel this vocational program needs in order to serve present and future LEP enrollees? (CHECK ALL WHICH APPLY:)

☐ I am opposed to any special services or resources being provided for LEP students.

☐ Our present services and resources are adequate to serve the students with limited English proficiency that are now enrolled.

☐ Although the needs of the LEP student(s) now enrolled are being met, special programs should be established to accommodate the needs of other LEP persons in this community who could be receiving occupational training if special assistance were provided.

(continued next page)

( ) Special English tutoring should be provided for the LEP student(s) now enrolled in this program

( ) Special vocationally related English materials should be developed or acquired to familiarize the LEP student(s) with the language they must understand and use in training and on the job

( ) The vocational curriculum materials used in class should be adapted to simple vocational English so LEP student(s) can use them more effectively.

( ) The vocational curriculum materials used in class should be translated into the native language(s) of the student(s) so the LEP student(s) can use them more effectively.

( ) A classroom interpreter should be hired, if possible, to help the LEP student(s) in his/her native language until they become more proficient in English. This person would also assist the teacher, counselor and other staff in communicating better with the student(s).

( ) Other (please describe:) ______________________________

____

____

III. Have you found or developed any special vocational materials which have been effective in working with your LEP student(s)? (CHECK ONE ANSWER:)

( ) Yes (please describe and/or give titles:) ______________________________

____

____

( ) No

( ) None have been needed

IV. Have you found any particular instructional techniques to be effective in working with your LEP student(s)? (CHECK ONE ANSWER:)

( ) Yes (please describe:) ______________________________

____

____

( ) No

( ) None have been needed

V. How useful do you feel that an in-class bilingual interpreter/aide would be to you in teaching LEP students? (CHECK ONE ANSWER:)

( ) Very useful

( ) Useful for some situations

( ) Not useful

( ) Unsure as to whether it woudl be useful or not

VI. In your opinion, what person(s) in your vocational program should have responsibility for providing your LEP student(s) with special vocationally-related English tutoring (if it is or were provided)? (CHECK ONE ANSWER WHICH BEST REFLECTS YOUR OPINION:)

( ) Tutoring in job-related English for LEP students should not be the responsibility of a vocational education program.

( ) A special tutor should be hired solely for the purpose of providing job-related English instruction.

( ) Tutoring in job-related English should be provided by a related subjects teacher (or learning center teacher).

( ) A tutor should be hired to provide job-related English instruction, and should work cooperatively with me on selecting vocational content and vocational terminology for student study.

( ) A related subjects teacher (or learning center teacher) should provide job-related English tutoring with assistance and cooperation from me on selecting vocational content and vocational terminology for student study.

( ) Other (please specify:) ______________________________

____

____

VII. What policy do you think your vocational education program should have in regard to admission and services to LEP students? (CHECK ONE ANSWER WHICH BEST REFLECTS YOUR OPINION:)

( ) Students should be completely fluent in English before being admitted to vocational training.

( ) A special program to provide LEP students with concurrent training and occupationally-related English should be implemented (or maintained) at this vocational program if we continue to have LEP enrollments.

(continued next page)

( ) LEP students should continue to be admitted to vocational training, but acquiring English skills should be the sole responsibility of the student, not the vocational program.

( ) The vocational school should provide vocationally-related English instruction for the LEP student(s), but they should not be mainstreamed into vocational classes until they are proficient in these prerequisite occupational English skills.

( ) Students should be at least moderately fluent in English before being admitted to vocational training. They then should be able to function on their own, without any special assistance.

( ) Other (please describe:)

VIII. Are students required to meet any special admissions criteria before being admitted to this vocational program?

( ) Yes (please specify:)

( ) No

IX. Do you think any special training (such as workshops, inservice activities) is needed to help vocational educators of LEP students?

( ) Yes

( ) No

X. If you desire, please use this space to make further comments or suggestions regarding vocational education for students with limited English proficiency:

APPENDIX K

LEP Student Information Sheet

LIMITED ENGLISH-PROFICIENT STUDENT INFORMATION SHEET

I. Student Name ______________________________

II. Classification _____Secondary

_____Postsecondary

III. _____Age

IV. Sex: M F

V. Primary Language ______________________________

VI. STUDENT'S SCHEDULE OF VOCATIONAL CLASSES

	Vocational Class Title	Start Time	Finish Time	Day(s) (Circle)	Instructor Name
1.				M T W Th F	
2.				M T W Th F	
3.				M T W Th F	
4.				M T W Th F	
5.				M T W Th F	
6.				M T W Th F	
7.				M T W Th F	
8.				M T W Th F	

(Please use additional space if needed.)

VII. English Conversational Ability (please check description which best describes this student's ability to carry on a conversation in English)

☐ No practical conversational ability; knows only a few isolated phrases.

☐ Can converse about familiar topics; many speaking errors.

☐ Can handle ordinary conversational topics, but shows little or no knowledge of technical or specialized words.

☐ Able to participate effectively in conversations regarding most topics, but may make occasional errors.

☐ Full conversational proficiency.